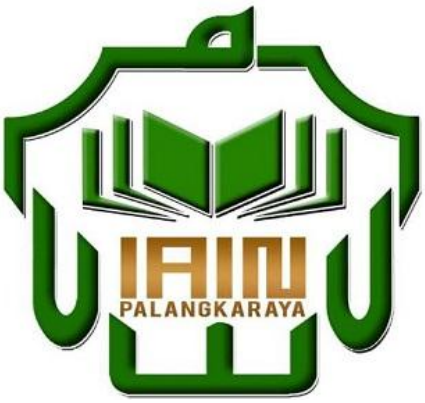
THE EFFECT OF COMIC STRIPS TOWARD EIGHTH GRADE STUDENTS IN RECOUNT TEXT OF MTS MUSLIMAT NU PALANGKARAYA

THESIS

Proposed to the Language Education Department of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan



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Name **: Nanik Wulandari**

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Thank you for your attention.

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Demikian atas perhatiannya, diucapkan terimakasih.

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THE EFFECT OF COMIC STRIPS TOWARD EIGHTH GRADE STUDENTS IN RECOUNT TEXT OF MTS MUSLIMAT NU PALANGKARAYA

ABSTRACT

The purposes of this research was to measure the effectiveness of using comic strips toward the eighth grade students in recount text of MTS Muslimat NU Palangka Raya. The type of study was quasi-experimental design and the researcher used quantitative approach in finding out the answer of problem of study. The writer designed the lesson plan, conducted the treatment, and observed the students' scores by pre-test and post-test. The population of this research was class VIIIA, VIIIB and VIIIC in MTs Muslimat NU Palangka Raya. The total of population was 105 students and the sample of this research was 70 students in class VIIIA and VIIIC. The writer applied Independent Sample T-Test calculation to test the hypothesis to analyze the data.

The result testing normality found significance (0.426) that was higher than significance level ($\alpha = 0.05$) it could be concluded the data was in normal distribution. The result homogeneity showed that the sigficance observed (0.312) higher than ($\alpha = 0.01$) it could be concluded that the data was homogeneity distribution. The result of independent sample T-Test with SPSS 21.0 and manual calculation: The result of $\mathbf{t}_{observed}$was 10.322and the $\mathbf{t}_{table}$was 2.00 at 5% and 2,67 at 1% . The result of testing hypothesis determined that the Alternative Hypothesis (Ha) stating that there was any significant effect of using comic strips toward the eight grade students in recount text of MTS Muslimat NU Palangka Raya was accepted and the Null Hypothesis (Ho) stating that there was no any significant effect of of using comic strips comic strips toward the eight grade students in recount text of MTS Muslimat NU Palangka Raya was rejected. It meant that there was any significant effect of using comic strips toward the eight grade students in recount text of MTS Muslimat NU Palangka Raya

Key Words: Effect, Comis Strips, Writing Ability, Recount Text.

PENGARUH KOMIK STRIP TERHADAP SISWA KEDELAPAN DALAM TEKS RECOUNT DI MTS MUSLIMAT NU PALANGKA RAYA

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengukur efektivitas menggunakan komik stripsterhadap siswa kelas delapan dalam recount teks di MTS Muslimat NU Palangka Raya. Jenis penelitian adalah desain kuasi-eksperimental dan peneliti menggunakan pendekatan kuantitatif dalam mencari tahu jawaban dari masalah penelitian. Penulis merancang rencana pelajaran, melakukan tindakan, dan mengamati nilai siswa dari pre-test dan post-test. Populasi penelitian ini adalah kelas VIIIA, VIIIB dan VIIIC di MTs Muslimat NU Palangka Raya. Total populasi adalah 105 siswa dan sampel penelitian ini adalah 70 siswa di VIIIA kelas dan VIIIC. Penulis menerapkan Independent Sample T-Test perhitungan untuk menguji hipotesis untuk menganalisis data.

Hasil pengujian normalitas ditemukan signifikansi (0,426) yang lebih tinggi dari tingkat signifikansi ($\alpha = 0,05$) dapat disimpulkan data dalam distribusi normal. Hasil homogenitas menunjukkan bahwa sigficance diamati (0,312) lebih tinggi dari ($\alpha = 0,01$) dapat disimpulkan bahwa data itu distribusi homogenitas. Hasil sampel independen T-Test dengan SPSS 21.0 dan perhitungan manual: hasil tobserved adalah 10,322 dan ttabel adalah 2,00 pada 5% dan 2,67 pada 1%. Hasil pengujian hipotesis ditentukan bahwa Hipotesis Alternatif (Ha) yang menyatakan bahwa ada pengaruh yang signifikan dari menggunakan komik strips terhadap siswa kelas delapan dalam recount teks di MTS Muslimat NU Palangka Raya diterima dan Hipotesis Nol (Ho) yang menyatakan bahwa tidak ada pengaruh yang signifikan dari penggunaan komikstrips terhadap siswa kelas delapan dalam recount teks di MTS Muslimat NU Palangka Raya ditolak. Ini berarti bahwa ada pengaruh yang signifikan dari menggunakan komik strips terhadap siswa kelas delapan dalam recount teks di MTS Muslimat NU Palangka Raya.

Kata kunci: Pengaruh, Comis Strips, Kemampuan Menulis, Recount Text.

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This thesis is written to fulfill one of the requirements to get title of Sarjana Pendidikan(S.Pd.) in the English Program, the Department of Language Education, the State Islamic Institute of Palangka Raya. Many people have contributed guidance, suggestion, and support to improve the researcher's thesis, therefore the researcher would like to express her greatest gratitude to:

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The researcher realizes that this thesis is not perfect; therefore some constructive critical and suggestion are warmly welcomed. She hopes that may Allah always keeps us on the straight path, rewards, and blesses us for what we do and this writing can be useful for all of us.

Palangka Raya, November 2016
The Writer

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DECLARATION OF AUTHENTICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of God,

I myself make declaration that this thesis entitle **THE EFFECT OF COMIC STRIPS TOWARD EIGHTH GRADE STUDENTS IN RECOUNT TEXT OF MTS MUSLIMAT NU PALANGKA RAYA** is **truly my own writing**. If it is not my own writing so, it is given a citation and shown in the list references.

If my own declaration is not right in this thesis in one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, November 2016

My Own Declaration

NANIK WULANDARI

SRN.1201120790

DEDICATION

This thesis nicely dedicated to my beloved father

Mr. Sakur Kurniawan

and

to my beloved mother

Mrs. Lis Suryati

MOTTO

مَنْخَرَجَفِطَلَبِالْعِلْمِفَهُوَفِسَبِيْلِلله

“Barang siapa keluar untuk mencari Ilmu
maka dia berada di jalan Allah “

(HR. Tirmidzi)

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LIST OF ABBREVIATIONS

DF	: Degree of Fredom
Ha	: Alternative Hypothesis
H0	: Null Hypothesis
MTs	: Madrassah Tsanawiyah
EFL	: English Foreign Language
NU	: Nahdatul Ulama
IAIN	: Institut Agama Islam Negeri
SPSS	: Statistical Product and Service Solution
SE	: Standard Error
SD	: Standard Deviation
F	: Frequency
X1	: Eksperiment Group
X2	: Eksperiment Class
X	: Recount Text
Y	: Score

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CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enables members or a given community to communicate intelligibly with another.[1] The factions of language can be applied in our daily life. Language communication media can be grouped into three basic forms, namely, written (reading and writing), orally (listening and speaking) and graphic (drawing and sketching). All of them are very important and has different way to teach and improve. One of them is writing skill, all people can transfer their knowledge to the next generations by writing. It shows that, writing have important roles. Because of that, people will get information by writing. That is reason, why human being needs to learn writing correctly.

Writing is an important productive skill that can be usedin learning other receptive and productive skills.[2] The purpose of teaching English is to master four skills, they are listening, speaking, reading and writing.Therefore teachers have to determine the effective strategies to improve their interest and ability in writing. And the main problem that leads to the low interest in writing is the lack of media that can give them a big picture of the story they want to write. English Foreign Language students has a difficulty in making a brain connecting between their ideas with how to write so they need a media for making more easy in writing. The use of interesting media also

[1]H. Brown Douglas, Principles of Language and Teaching fourth edition. New York: Longman,Inc, 2000.p.5

[2]Wei Zhu, 'Faculty Views on the Importance of Writing', 'The Nature of Academic Writing, and Teaching and Responding ro Writing in the Disciplines'. Journal of Second Language Writing, 2004. p.29

contributes to the better learning process, both improving students' participation and their interest in classroom activity which might lead them to have better ability in writing.

Writing is a skill which must be taught and practiced. It is an essential feature of learning a language because itprovides a very good means of foxing the vocabulary,spelling and sentence pattern. It becomes an importantaspect of students' expression at a higher stage However, writing is the most painfully and formallylearned of other areas of English in the NationalCurriculum. When a topic isdiscussed in and English Foreign Language class, the first problem occurs. English Foreign Language students tend to spend too much time in finding out an ideaabout the topic given to write because not all students haveeither the same experience with the topic or the ability todig ideas very quickly. Furthermore, the following problemcomes as it is not only difficult in finding out the ideas, butthere is also a problem of writing dealing with grammar,vocabulary, and coherence because most of the English Foreign Language students do not get used to use English in their daily life.

The problem is even greater when the difficulty of writingis supported by a problem of monotonous English Foreign Language classes. The fact stated that the teacher tended to use singlepictures and even taught a writing class in a moretraditional way; teaching writing without any media. Theseconditions of course led a class to be more monotonous.Problems occured when the students feel bored to attend a class without media.

Other problems raised in the product of their writing were not merely about grammatical errors, but also about an enrichment of ideas in writing.

Single pictures, indeed, can help students to gain an illustration of the topic. However, the illustration is not as much as they need as the ideas to write. Therefore, the students need media to stimulate and to activate their thought in order to make a better piece of writing, and the media are expected to create a more interesting writing class. The fact above is from writer's experience in Teaching Practice English II.

Students in level of Junior High School are required tobe able to understand and create various written texts,monologs, and essays in the forms of procedure,descriptive, recount, narrative, and report. The researcher conduct a thorough investigation towards writing, particularlyrecount writing because a recount text that involvescharacters and events is suitable with the features of comicstrips that contained continuing characters involving incertain situations.[3]

English comic is a media that can be used in every year, since elementary to senior high school. English comics is one of teaching media that can make the students to be interesting. The narration of comic is set out through the layout of the images, and while as a films, there may be many people who work on one work, one vision of the narrative guides the work. Comics as an educational tool is tomotivate the students' ability. Comic can makes learning process more easy.

Based on the explanation above, this research was important to found the new media in the learning process. There were some reasons of this study:

1. English comics are able increase the student's ability in writing skill

[3] Eldina, et al., The Effect of Using Comic Strips on the Eighth Grade Students' Recount Writing Achievementat SMPN 1 Jember in the 2013/2014 Academic Year. Jember University:Artikel Ilmiah Mahasiswa:2014

2. English comics is one of the interesting media in teaching writing skill
3. English comics help the students to expres their ideas in writing skill

To make sure whether or not the students comprehend the English comics on writing recount text, a study entitles "**The Effect of Comic Strips Toward Eighth Grade Students in Recount Text of MTs Muslimat NU Palangka Raya".**

B. Problem of the Study

Based on the things that have been explained in the background of the study above, the problem of this research:

1. Does the eighth grade students of MTs Muslimat NU Palangka Raya have better ability in writing recount text with comic strips media?

C. Objective of Study

Based on the problems of the study, the objective of the study wasto measure whether there was significant improvement on the students' writing recount text by using comic strips of the eighth grade students in MTs Muslimat NU Palangka Raya.

D. Significance of Study

There were two significance of the study in this research: the first was theoritically**,** in thistheoritically significance the researcher expects that the results of this study may become a useful evaluation for eight grade MTS Muslimat NU Palangka Raya which expected to support the theory in teaching

writing recount text. It will also give beneficial contribution for teacher to recognize their students' strategies in writing recount text.

The second was some practically significances. The students will get the descriptions of their ability in comprehending writing recount text also to measure the progresses of their ability. The teacher will better prepare the materials in teaching recount text and know what their students face through recount text by english comic strips in writing. The Institution was able to measure the quality of education, explore the strenght and weakness of the school and plan better teaching programs.The other researcherwill give contribution as the material for other researcher and the library references.

E. Variable of the Study

According to Arikunto, variables are the object ofthe research.[4] There were two variables in this study,as follows:

1. Independent variable : comic strips media used in teaching recount text (X)
    a. X1 : experiment group is the group where used comic strip media to teach recount text
    b. X2 : control group is the group where comic strip media will not be applied
2. Dependent variable : Score of writing that involved in this study (Y)

F. Hyphothesis

The hyphothesis of this study as follows:

[4]Suharsimi Arikunto, Prosedur Penelitian : Suatu Pendekatan Praktek. Jakarta : PT.Rineka Cipta, 2002, p.96

(+) Ha: The students taught recount text by using comic strips have better ability in writing recount text than the students taught recount text by non comic strips at the eighth grade students of MTs Muslimat NU Palangka Raya.

(-) Ho: The students taught recount text by comic strips does not have better ability inwriting recount text than the students taught recount text by non comic strips at the eighth grade students of MTs Muslimat NU Palangka Raya

G. Assumption of The Study

In this study, the researcher assump the students' writing skill of recount text will improve with using of comic strips in the classroom.

H. Scope and Limitation

The study was to measure the effect of comic strips especially to improve student ability in writing recount text with the material for the eighth grade students. It based on the syllabus at the eighth grade students ofMTs Muslimat NU Palangka Raya. The subject of this study were the eighth grade students of MTs Muslimat NU Palangka Raya in academic year 2016/2017.

I. Definition of Key Terms

1. Effect

Effect is something about as a result. That also mean a change of something because a treatment. In this study, effect means arrestment of

effect comic strips media on writing skill of recount text at the eighth grade students

2. Writing

Writing is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, re-reading the text, editing and revising.[5] In this study writing is writing recount text in the term of paragraphing that made by the students at eighth grade of MTs Muslimat NU Palangka Raya.

3. Recount Text

Recount text is a story that retells past events, usually in the order which they happened. There for the experience of the readers themselves, such as their adventure and their day's activities. In this study recount text means writing that made by the students at eighth grade of MTs Muslimat NU Palangka Raya or that used in this study.

4. Comic Strip

Comic strip is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in ballons and captions.

J. Framework of Discussion

The frameworks of the discussion of this study were:

Chapter I: Introductionwhich consisted of background of the study, previous study, research focus, problem of study, objective of study,significance of study, variables of the study, hypothesis, assumption of the study, scope and limitation

[5]Regina L. Smalley and Mary K. Ruetten, *Refising Composition Skill Rhetoric and Grammar, Fifth Edition*, United States of America: Heinle and Heinle, a Division of Thomson Learning, Inc, 2001, p. 13.

of the study, definition of key terms and framework discussion.

Chapter II: Review of related literature which consisted of related study

Chapter III: Research method consisted of research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

CHAPTER II

REVIEW TO RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

In this section, the researcher briefly review the broad perspectives that have shaped the previous study, the process of writing, the nature of writing, the element of writing, the teaching of writing, definition of recount text, comic strips, comic strips as an instructional media of teaching, and comic strips a a media in teaching recount text.

A. Previous Study

There is previous study to support this study as follows:

Eldina, et al, "The Effect of Using Comic Strips on the Eighth Grade Students' Recount Writing Achievementat SMPN 1 Jember in the 2013/2014 Academic Year" This research was a quasi-experimental research with post-test only design. The purpose of this research was toinvestigate whether or not there was significant effect of using comic strips on the eighth grade students' writingachievement. The result of the data analysis proved that comic strips had a significant effecton the eighth grade students' recount writing achievement. It was verified by the value of significant column of Lavene'stest which was 0.036. Because it was lower than 0.05, the null hypothesis (H0) was rejected, and the alternative hypothesis(Ha) was accepted.[6]

Lili Purwanitasari"Using Comic Strips To Improve The Ability Of Students Of SMP Negeri 2 Malang In Writing Recount" This study used

[6] Eldina, et al., The Effect of U 10 mic Strips on the Eighth Grade Students' Recount Writing Achievementat SMPN 1 Jember in the 2013/2014 Academic Year. Jember: Jember University:2014

collaborative classroom action research. The researcher together with the help of classroom English teacher designed the lesson plans and set the criteria of success. The classroom English teacher acted as the observer during the teaching and learning process while the researcher taught in the class. The research was conducted in two cycles. Each cycle consisted of two meetings which covered: planning an action, implementing the action, observing the action, and reflecting on the observation.

The researcher introduced comic strips during the implementation of the action. It was followed by modeling how to make outlines from comic strips before starting writing, how to write the draft, how to revise the draft, and how to write the final product. In addition, the students are also asked to produce a recount composition through the writing process: prewriting, drafting, revising and final version. The result of the research showed that comic strips successfully improved the students' ability in writing recount text especially in terms of content, language use, and spelling. The scores of the students' writing products improve significantly from preliminary study to Cycle I and from Cycle I to Cycle II on content, language use, and spelling.[7]

The similarities between their research with this research is conduct on writing recount text and using comic strips media. Although has a differences that is the second previous studies using collaborative classroom action research and using cycle 1 until cycle 2 to analyze the data.

[7]Lili Purwanitasari "Using Comic Strips To Improve The Ability Of Students Of SMP Negeri 2 Malang In Writing Recount"Malang: State University of Malang:2010

B. Writing

1. The Nature of Writing

There are some definitions about writing. Dullay states that writing is only mode in which both linguistics manipulation task and communication task have been given.[8]Fauziatialso gave statement that writing as a process is oriented to words work progress and the development of new skills, rather than merely evaluative task, the classroom practices, therefore, will vary from each other.[9] In other words, Nunan also stated that writing activity as commonly conceived, is a highly sophisticated skill combining a number of diverse elements, only of which are strictly linguistic.[10]

Donn stated that writing is culturally specific learnedbehavior. We learn to write if we are members of a literate society and if only someone teaches us.[11] According to Hornby, writing is an activity or occupation of writing.[12]

Based on the statements, it can be concluded that writing is an active Productive more clearly; writing is an act or process to produce some infomation in their mind that should be expressed into writing form. Writing will be the best if the students guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on.

2. Elements of Writing

There were five elements of writing, there were:

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[8]Heidi Dullay, et al. *Language two*. New York: Oxford University Press, 1982, p. 226.

[9] Endang Fauziati,. *Teaching as a Foreign Language*. Surakarta: Muhammadiyah University Press, 2002, p.151.

[10]David Nunan, *Language Teaching Methodology*. A Text Book for Teachers, Sidney: Practice Hall International, 1988, p. 69.

[11] Bryne Donn. *Teaching Writing Skill*, England : Long Man 1979, p. 334.

[12] As Hornby, *Oxford Advance Learner's Dictionary of Current English*, New York: University press. 1995.p. 516.

a. Central Idea

This element of good writing involves focusing on a clear, manageable idea, argument, or thesis around which to organize your material. It includes selecting subordinate ideas that support and reinforce your central idea. The important point of central idea: 1) Purpose or central idea is sufficiently limited for meaningful discussion. 2) Central idea is clearly stated, normally in the opening. 3) All subordinate ideas relate clearly to the central idea.

b. Organization

This element of writing has to do with coherent arrangement of material. It involves keeping the reader oriented to the central and subordinate ideas. Good organization is logical and sequential. It guides the reader between divisions of the material. The important point of organization: 1) Introduction orients the reader to the central idea and the line of reasoning. 2) Material is arranged in a logical and coherent sequence; subordinate ideas are effectively identified. ransitions are clear and helpful. 3) Conclusion or closing summarizes the argument, emphasizes the central idea, and leaves the reader with a sense of completion.

c. Supporting Material

Explanations, examples, statistics, and quotations make the ideas and information presented meaningful and memorable for the reader. In exposition, the role of supporting material is to clarify; in argument, to persuade. The important point of supporting material: 1)

Examples are relevant, specific, detailed, sufficient, and persuasive. 2) Quotations support the argument.

d. Expression, Word Choice, And Point Of View

Language is clear, specific, accurate, and appropriate to the audience, purpose, and material. Variety in sentence structure and length creates emphasis. The important point of expression, word choice, and point of view: 1) Word choice is clear, specific, accurate, unassuming, and free of clichés and misused jargon. 2) Sentences are free of wordiness and ambiguity.

e. Spelling, Grammar, and Punctuation

This element of good writing counts only when it's wrong. Fair or not, your reader will notice your spelling, grammar, or punctuation only when you make a mistake. The important point of spelling, grammar, and punctuation: 1) Spelling, including technical terms and proper names, is correct. 2) Correct words are used to convey the intended meaning. 3) Generally accepted rules of grammar and syntax are followed, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, parallel construction, etc. 4) Punctuation, particularly commaplacement, reflects standard usage. 5) Copy is free of mechanical errors and mistakes in proofreading.[13]

3. The Process of Writing

The process of writing is a time for people to express and share their thoughts until they have expressed their ideas clearly. Teachers can

[13] http://www.wilbers.com/elements-wilbers.pdf (online on Friday, 4th November 2016 11.25 pm)

help students to write more effectively through giving motivation or creativity teaching. There are three major stages in writing process. They are prewriting, drafting, and editing.

a. Prewriting.

Prewriting is the initial step which covers all activity the researcher does before actually starting to write. This step is to make a plan or an outline about what to write and how to write. Here, the researcher brainstorms the ideas and determines the topics. This step helps students to make the writing will be complete andcoherent.[14] The techniques include free-writing, outlining, note taking of discussion or thinking process, writing a thesis statement and conducting research if necessary.

b. Drafting.

In this step, the topics and ideas from prewriting is developed. It concern with developing the paragraph.The paragraph is usually the development from one topic that is expressed in the topic sentences. A draft usually contains many paragraphs that were developed from existing topics in prewriting.[15] A first draft puts ideas down on paper for the first time. The researcher may write as much as possible in accordance with a predetermined topic until find the most appropriate sentence. In this stage, some people aim for perfection when they write a first draft, the writer wants to get everything correct.

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[14] George E. Wishon&Julia M. Burks. Let's Write English, Revised Edition. New York: LettonEducational Publishing.1980, p.371

[15]George E. Wishon&Julia M. Burks. Let's Write English, Revised Edition.New York: LettonEducational Publishing.1980, p.369

c. Editing.

This step evaluates the draft that the researcher has made. Those evaluated are the word choice, paragraph structure, and organization. It can be done by independently, peer reviewer, or consult the expert (teacher). It helpsthe researcher to know what comes across well and what seems confusing. It may removed the word, sentence or paragraph that do not relate to the topic.[16]It is very valuable. It is very valuable if the reviewer has a different view to the writing. In editing step, the writer can evaluate the word choice, paragraph structure, check the content and clarity of the message and the coherence of the paragraph. Here the ideas and the organization can be concerned more. Moreover, it can be used to correct errors including grammar, spelling, punctuation, and capitalization.

Based on the theories about writing process, it can be concluded that the process of writing has three major stages, they are pre writing, drafting, and editing. (1) Prewriting is the initial step which covers all activity the researcher does before actually starting to write. This step is to make a plan or an outline about what to write and how to write. (2) Drafting is the process that the topics and ideas from prewriting is developed.The paragraph is usually the development from one topic that is expressed in the topic sentences. A draft usually contains many paragraphs that were developed from existing topics in prewriting. (3) Editing, This step

[16]Ibid.369

evaluates the draft that the researcher has made. Those evaluated are the word choice, paragraph structure, and organization. It can be done by independently, peer reviewer, or consult the expert (teacher). It helpsthe researcher to know what comes across well and what seems confusing.

4. Writing Assessment

The term **assessment** refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Internationally, assessment is alternated as the nature of teaching and learning in post-compulsory education changes.[17]

a. Process Assessment

This step aims to giving information about students' performance. There are three kinds of measurements:

1) Writing process checklist is formatting for observing student's writing, and as a teacher uses note to students' writing process stage.
2) The discussion on aspects of the writing process. In this kind, the teacher and students to discuss about student's writing, include topic selection, prewriting activities, word choices, type of revision, etc.
3) Self-assessment is persuading students to think their writing process.

[17] Sally Brown, *Assessment for Learning, Learning and Teaching in Higher Education*, Issue 1, 5, 2004, p. 81-89.

b. Product Assessment

Product assessment is representation as giving a score to students in the last composition. In this part, there are three methods of scoring. There are holistic, primary trait, and analytic scoring.[18]Weigle in Assessment Writing Book say that in a table 6.1 Type of rating scales used for the assessment of writing.[19]

	Specific to a particular writing task	**Generalizable to a class of writing tasks**
Single score	Primary Trait	Holistic
Multiple score		Analytic

In this researchusedanalytic scoring that appropriate to assessing recount short paragraph. Analytic scoring is a scoring procedure in a piece of writing with referring to a list sub skill. In addition, rated on several aspect of writing that has a single score.There are five aspects are content, organization, vocabulary, language use, and mechanics.[20]

Based on the procedure of implementation above the researcher should has criteria or scoring guide that had been prepared before do evaluation. The researcher prepared the scoring guide for recount paragraph writing as follows:

Table 2.1

Scoring Guide for Recount Paragraph Writing

[18] Laila Tanor, *The Effect Guided-Questions Strategy on the Students' in Writing Recount Text at the Tenth Grade of SMA NU Palangka Raya,* Unpublished Thesis, Palangka Raya: IAIN Palangka Raya, 2015, p. 25.

[19] Sara Cushing Weigle, *Assessment Writing,* Atlanta: Cambridge University Press, 2002, p. 109.

[20]*Ibid,* p. 114.

No	The items to be evaluated	Score	Description
1	Content orientation	7	Show the complete parts of orientation that are the people involved, the time, the places and the situation which make the readers understand and interest to read a story
		6	Well focused idea based on the topic of an activity. Does not show one part of orientation, e.g there is no place. Therefore the readers have not received the complete information from the story.
		5	The researcher focuses idea based on the topic of an activity. Does not show two parts of the orientation, therefore thereaders get confused the story given.
		4	The researcher focuses idea based on the topic of an activity. Does not show three parts of the orientation, therefore the story is hard to understand for the readers.
		3	The researcher not focuses idea based on the topic of an activity.Directly explains the events without orientation. The researcher not focuses idea based on the topic of an activity.
2	Sequent of events	7	State two events/more in a logical and has write in each events that makes the story flow in coherence.
		6	Stated two events but has no unity in each event that disturbsthe coherence of story.
		5	Stated only one event and the story have unity so the story is easy to understand
		4	Stated only one event and the story have to unity so the story is not easy to understand.
3	Re-orientation	7	Show the complete parts of reorientation that

			are signals the end, summarize the story and leaves his/her comment. Therefore, readers get the idea of story
		6	The idea of personal opinion about the topic or event is clear.Does not show one part of re-orientation, but the reader still get the idea of the story
		5	End the story with short comment but the reader still get the idea of the story. The idea of personal opinion about the topic or event isunclear.
		4	End the story without any comment, signal or summary so the reader do not realized that story is finish
		3	The idea of personal opinion about the topic or event is unclear
4	Vocabulary	20	The paragraph shows that the usage of words such as noun, action, verbs, conjunction and adjectives is used appropriately
		15	1-3 errors of words form such as noun, action verbs, conjunction and adjective show in the paragraph but the meaning is not obscured
		10	4-6 errors of words form such as noun, action verbs, conjunction and adjective show in the paragraph and the meaning is not obscured.
		5	7-9 errors of words form such as noun, action verbs, conjunction and adjective show in the paragraph and the meaning is not obscured.
		1	More than 9 errors of words form, so the paragraph does not show that the writer understand the usage of words such as noun action verb and conjunction

5	Grammar	15	The paragraph contains complete sentences and correct in form of past tense.
		10	Mostly complete sentence, there are 1-3 errors in form of past tense
		5	There are 4-6 errors in form of past tense
		3	There are 7-9 errors in form of past tense
		1	More than 9 errors in form of past tense, so the paragraph shows that the writer does not master the grammar or not enough to be evaluated in form of past tense.
6	Spelling	15	The words are correct in writing, so the writer is good in spelling.
		10	Makes 1-3 errors in spelling in the story.
		5	Makes 4-6 errors in spelling in the story
		3	Makes 7-9 errors in spelling in the story
		1	More than 9 errors in spelling in the story
7	Punctuation	15	The paragraph shows that there are no mistakes in punctuation and capitalization so the paragraph is exceptionally easy to read.
		10	The paragraph shows that 1/2 mistakes in using punctuation and capitalization but the paragraph is still easy to read.
		5	The paragraph shows that 3/5 mistakes in using punctuation and capitalization but the paragraph is still easy to read.
		3	The paragraph shows that 5/7 mistakes in using punctuation and capitalization but the paragraph is still easy to read.
		1	The paragraph shows more than 7 mistakes in using punctuation and capitalization, the researcher does not master the usage of punctuation and capitalization

C. The Teachingof Writing

Related to the aim of the teaching and learning English in Indonesia as mandated by theNational Curriculum, especially in, writing in junior high school is aimed to improve the students' communicative competence both spoken and written to achieve the functional stage literacy.[21] So, there are two forms of language, spoken and written that should be learned by student as stated in the curriculum.

Teaching writing is different from teaching speaking. The differences are the characteristic of the language use for communication.[22] It is easy to convey the meaning in speaking because the speaker faces the listener directly. If the listener doesnot understand what the speaker, means she or he can repeat and use gesture to help the listener understand the meaning. Unlike speaking, writing is more complicated because it is not only arranging words into sentences but also make it meaningful and coherent sentences.[23]

In writing, the researcher should use the appropriate word to make readers understand what the researcher wants to tell. The researcher should also use the correct grammar in order not to make readers confused when they read the writing. The teachers' role in teaching writing class is to provide understanding to the students that writing is a form of language for communication in written text. It may provide an opportunity to help

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[21] National Education Department (Depdiknas), Kurikulum 2006 Standar Kompetensi MataPelajaranBahasa Inggris(Jakarta: Depdiknas, 2006). p. 278

[22] Penny Ur, A Course in Language Teaching, (Cambridge: Cambridge University Press, 1996). p.159

[23]Ibid,. p.160

students to improve their vocabulary and helps students to choose an appropriate grammar and language use in their writing so their writing can be understood easier.

The purpose of writing is the expression of ideas and the presenting a message to the reader. Therefore, the most important thing of the writing is the idea. In addition, the writer also requires to notice to the formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar. The main role of the teacher is to teach students to make an order of sentences which express their meaning most effectively.

D. Recount Text

1. The Definition of Recount Text

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense.[24]Recount text is a kind of text that retell past events, usually in the order in which they occurred, to provide the audience with a description of what occurred and when it occurredand it is presenting series of events. When referring to the information in the school books, recount text is a text that telling the reader about one story, action or activity.

Based on the definition of recount about retelling events for the purpose of informing or entertaining, a recount text has text organization

[24]Ken Hyland, Genre and Second Language Writing, (The United State of America: The University of Michigan Press, 2004), p.29

that consists of three parts. They are classified into *orientation* that provides the setting and introduces participants about the background information answering who, when, where and why: *events* which are about what happened and in what sequence:and re-orientation which is optional-closure of events.

2. The Purpose of Recount Text

   A recount has social function. Recount "tell what happened". The purpose of social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary or dtory is to tell a sequence of events so that it entertains.

3. Generic Structure of Recount Text
   a. Orientation : tells who was involved, what happened, where the events took place, and when it happened.
   b. Events : tell what happened and in what sequence.
   c. Reorientation : consists of optional-closure of events/ending.
4. Language features of Recount Text
   a. It is written in the past tense (she yelled, it nipped, she walked)
   b. It is made of words which connect events in time, such as next, later, when, then, after, first, at the same time, as soon as she left, late on friday)
   c. Recounts describe events, it is made of verbs (action words), and of adverbs (which describe or add more detail to verbs)
   d. The details are often chosen to add interest or humour to the recount.
   e. Use of personal pronouns (i, we) (personal recount)

f. The passive voice may be used, (Factual Recount)

Here the example of recount text:

Our trip to the blue mountain

Orientation	On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and tennis court.
Event 1	On Saturday we saw the Three sisters and we went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried in some old hats.
Event 2	On Sunday we went on the Scenic Skyway and it rocked. We saw ockatoos having a shower.
Reorientation	In the afternoon we went home.

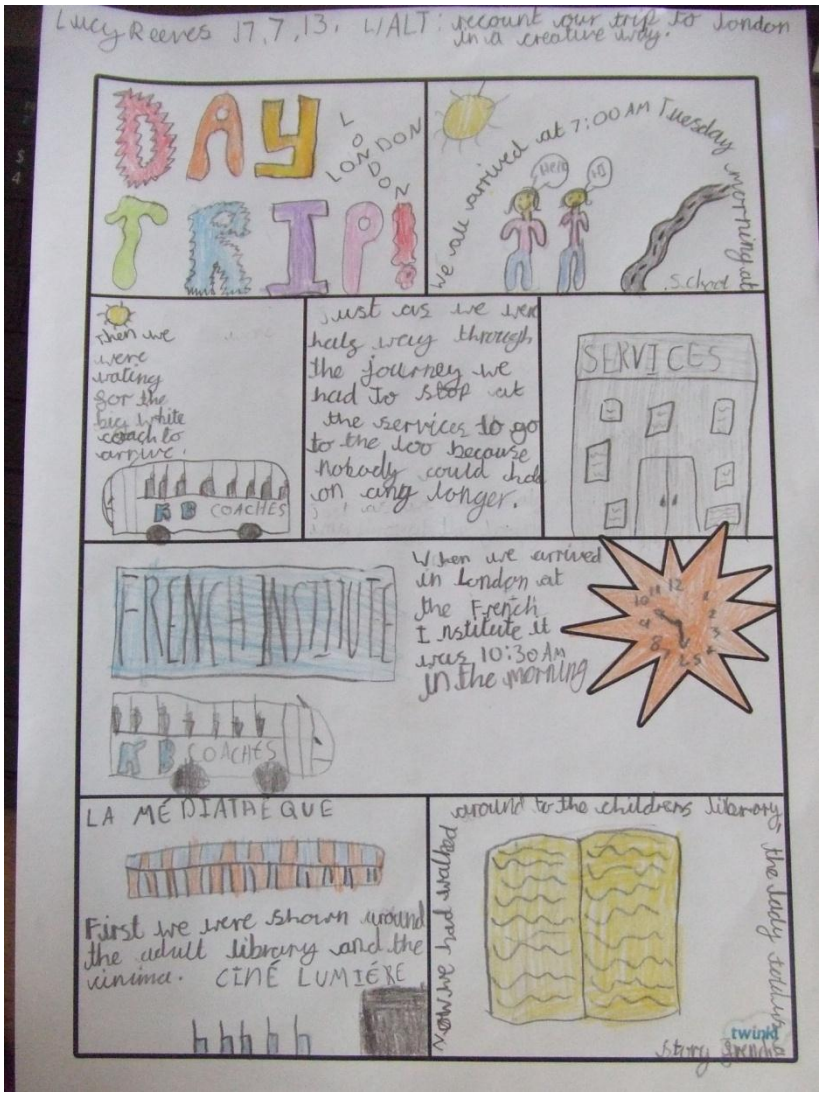
E. Comic Strips

1. Definition

The word "comic" is taken from the Greek "komikos", which means funny or cute. Yunus states that picture in comics that are related to establish a series or sequences and the function is to tell stories or sequence event. Thus, comic is as a picture story in which each picture is stated in a box. It is the series of one story of picture, and in general, it is complicated by words that are texted in balloon above the speaker head to indicate the speaker speeches.

Comic strips are a short series of funny drawings with a little text which is usually published in a newspaper. They consist of a series of humor drawing

or a cartoon with words in balloon and captions. They are made of three or four pictures in the box that tell a story with one or more characters. Some comic strips tell different events every day. In other comic strips, the stories are presented day to day continuously and give complete humor ideas each day until it is finish. And then with the same characters, it starts a new story.[25]



2. Advantages of Comic Strips as An Instructional Media

[25] Noemi Csabay "Using Comic Strips In Language Classes" English Teaching Forum JournalGene Yang, Comics In Education.

One of visual aids that can be used to teach language as a media is comic strips. Comic strips also has several advantages:

a. Effective to clarify information because clear picture help to understanding the material easier. In addition, since it is a kind of picture, comic strips can give information about a complicated story through a few pictures. So that it can help students to clarify the message and avoid the misunderstanding in getting the information.
b. Comic strips have sequence picture in some box that tell story step by step, so that it can help students to understanding the message easier.
c. Comic strips also help students to learn to choose an appropriate word to present their idea. It seems that using comic strips as a media can increase the students' vocabulary and language use.
d. Comic strips are possible to give a response and comments about events and issues that are going on in the news. So students can find other knowledge outside the classroom on issues that are happening in the news.
e. Comic strips help the students to generate ideas for their writing. Each strip is three or four panels of pictures that have own events. Thus it works as a stimulus for the students in the pre-writing process.
f. Comic strips enable to help students to determine the organization of the text. It is orientation, events, and reorientation.

3. The Procedures of Teaching Recount Text Using Comic Strips

The procedures of writing:

a. Pre-writing

1) Introducing recount text

2) Brainstorming their ideas about holiday

3) Introducing purpose, example and pattern recount text

4) Introducing concept of comic strips

b. Whilst-writing

1) Choose one of holiday experiences

2) Write the recount story with applying the comic stripsto a recount paragraph (Drafting). The steps of applying Comic Strips to teach recount text, they are:

(a) For Orientation Paragraph

It consists of the title, for example “My Holiday in Tangkiling Hills”. In this step, the teacher ask the students to draw the tangkiling in first box af comic strips. Then, it consists of who was involved, what happened, where the events took place, and when it happened.

(b) For Events

Every recount story has events, in this learning process the students draw their every best moments of their holiday then write in the events paragraph. In writing this part, the teacher also explained about past form especially in form of verb 2. After that, guidence the students to connecting their sentences with appropriate conjunction, for example “next, then, after arrived in tangkiling....,”

(c) Re-Orientation

This part consists of optionalclosure of events/ending. For example “we back home after climbed..., it was an amazing holiday, We were very happy with our holiday.” The teacher guidance what are their feel when they holiday into setence of re-orientation.

c. Post-writing

1) Final draft

2) Revising students’ work into content of scoring rubric.

CHAPTER III

RESEARCH METHOD

CHAPTER III

RESEARCH METHOD

In this part, the researcher described about research method that used in conducting the research. The purpose was to answer the problem of the study. This chapter consist of research design, population and sample, instruments of the study, instrument try out, validity, reliability, normality, homogenety, data collection procedures, and data analysis.

A. Place of The Study

The place of the study was in Mts Muslimat NU Palangka Raya at Pilau Street. Madrasah Tsanawiyah Muslimat Nahdatul Ulama' built on 1994 in Palangka Raya, it under the Yayasan Pendidikan Muslimat NU (YPMNU) that leading by Hj. Rasyidah Basri. It also has other education instution there were: Raudatul Atfal (RA), Madrasah Ibtidaiyah (MI) and Madrasah Aliyah (MA). MTs Muslimat NU got "A" accreditation on 15thJuly 2007.

B. Research Design

In this study, the researcher used quasi-experimental design. Quasi experimental design was similar to randomized experimental research in that involve manipulation of an independent variable but differ in that subjects were not randomly assigned to treatment group.[26] There was many situations in educational research in which not is not possible to conduct a true

[26]Donald Ary, Jacobs & Razavieh, *Introduction To Research In Education*. (Eight Edition). United Stated: Wadsworth Cengange Learning. New york: CBS College Publishing, 2010, p.316

experiment neither full control over the scheduling of experimental conditions nor the ability to randomize can be always realized.

This design was compatible with the research purpose which wants to evaluate the effect of using comic strips media in teaching writing recount text. To observe the data about the students achievement in writing skill, the researcherobtained the data from the result the students' score both in pre-test and post-test. The researcher used nonrandomized control group pre-test,post-test design with a kind of treatment. There was two groups in this model, control group and experiment group. Both groups given pre-test to measure the score of students before treatment given (Y1 and Y1). The treatment will be given for experiment group (X). Post test given for both groups to meaure the students score after treatment was given (Y2 and Y2). The scheme of this model:

Table 3.1

The Scheme Of Quasi Experimental Design Nonrandomized Control Group, Pre-Test And Post-Test Design

Subject	Pre-test	Treatment	Post-test
E	Y1	X	Y2
C	Y1	-	Y2

Where :

E : Experiment group

C : Control group

In the present study, the researcher taught the students directly with the same material. Therefore, the used of comic strips media was apply on experiment group only, and for the control group was not given the treatment.

The researcher implement comic strips media for the experiment group in four-hour of english class. The researcher provide the taught learning by comic strips media for the students to get in involved in the class and essay task with some procedures. The control groups work with conventional method use text only in learning recount text.

C. Population and Sample

1. Population

   A population was defined as all members of any well-defined class of people, events objects. If someone wants to research all of the elements in research on census study.[27] Population was the larger group to which a researcher wishes to generalize.[28]The population of this study was all of the eighth grade students in MTs Muslimat NU Palangka Raya. There was three class of the eighth grade VIII-A, VIII-B, VIII-C in academic year 2015/2016. Every class has 35 students, so the population in this research was 105 students.

2. Sample

   Sample was a part of population. According to Ary, "Sample is a group selected from population for observation in a study.[29]For the sample, the researcher took two classes to be the sample, the first class was experiment group used Comic Strips media and the second class was control group non-use Comic strips media. According to Ary, it is very

[27]Donald Ary, et.al, *Introduction to Research*, p.311
[28]*Ibid*, p.647
[29]Donald Ary, (et all) *Introduction To Research In Education Eighth*. United State : Wadsworth (Engage Learnoing, 2010), p.649

difficult, if not impossible to list all the members of a target population and select the sample from among them.[30]

Therefore, the researcher used cluster sampling. Because the unit chosen was not an individual but a group of individuals who was naturally together orgrouped by the school.[31] Those was the students of VIII A and VIII C.

Table 3.2

Sample of the Research

Class	Number
VIII-A	35
VIII-C	35
Total	**70**

D. Research Instrument

The data needed for this study would be gathered by test and research instrument try out. The researcher used the achievement test. Achievement test was widely use in educational research,as well as in school system. It used to measure what individual have learned. Achievement test measure mastery and profiency in different area of knowledge. The researcher construct the question by itself.

1. Test

[30]Donald Ary, (et all) *Introduction To Research In Education Eighth*. United State : Wadsworth (Engage Learnoing, 2010), p.154

[31]Ibid., p.154

Test was measurement tool that very important for education research.[32] This study usedcomic strips for writing test about recount text. The researcher collected the data from pretest and post-test. From them find the effect of comic strips media on writing recount text. Pretest was given in first before treatment. The last test was post-test. It aimed to compare the pre-test scores to the post-test scores. In the treatment the researchertaughtrecount text with comic strips media for find the effect to the student's score.

2. Documentation

Documentation was one way to support the data with directly from the place of research, activity, photos that the relevant research and data. The researcher collected some information data classes, the students' name list, syllabi, and score of students. All those data would collect from the documents that available at MTS Muslimat NU Palangka Raya.

E. Instruments Validity

1. Content Validity

Content validity was a requirement of the test performance that being to measuring.[33] The researcher usedrecount text test that is based on syllabiof the first semester. The test measured the students'writing ability.

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[32] Arief Furchan, *Pengantar Penelitian Dalam Pendidikan,*Yogyakarta: Pustaka Pelajar,

[33] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, San Frasisco: Longman, 2000, p. 388.

Table 3.3

Significant of Content Validity

Competence Standard	Material	Type of Test	Kind of Question
The students are able to write a recount text about 100 words.	Recount text	Performance Test	Test

2. Face Validity

Face validity was a design to achieve the performance on the test.[34] In this study, the test items used English and suitable on the syllabi of English subject in MTS Muslimat NU Palangka Raya, with following:

a. Writing test instruction on the test.

b. Scoring system for evaluation the test.

c. Writing recount text for the kind of the test.

d. The language of items is English.

e. The test is suitable on the syllabi.

3. Construct Validity

Construct validity was the theoretical construct in the language learning and teaching which was operational the entity being received.[35] In this study, the test items following the purpose of syllabi that aimed at developing the students' knowledge and skill in writing recount with comic strips media. To measure the validity of the instrument, the

[34]Ibid, p.388.
[35]Ibid, p.388

researcher used the formulating of product moment by Pearson as follows:[36]

$$\mathbf{r_{xy}} = \frac{\mathbf{N\sum XY - (\sum X)(\sum Y)}}{\sqrt{\{\mathbf{N\sum X^2} - (\sum \mathbf{X})^2\}\{\mathbf{N\sum Y^2} - (\sum \mathbf{Y})^2\}}}$$

Where:

$\mathbf{r_{xy}}$: Total coefficient of correlation

$\mathbf{\sum X}$: Total value of score X

$\mathbf{\sum Y}$: Total value of score Y

$\mathbf{N\sum Y}$: Multiplication result between score X and Y

N : Number of Students

Table 3.4

Criteria of Validity

Validity	Interpretation
0.800-1.000	Very High Validity
0.600-0.799	High Validity
0.400-0.599	Fair Validity
0.200-0.399	Poor Validity
0.000-0.199	Very Poor Validity

F. Instruments Reliability

Reliability refers to the consistence of score.[37] In this study, the researcher employed on two raters. They are the researcher self and the teacher.The coefficient and interpretation of inter rater reliability according to Djiwandono as show in table 3.5:

[36]Ridwan, *Metode dan Teknik Menyusun Thesis,* Bandung: Alfabeta, 2007, p. 110.
[37]*Ibid*, p. 386.

Table 3.5

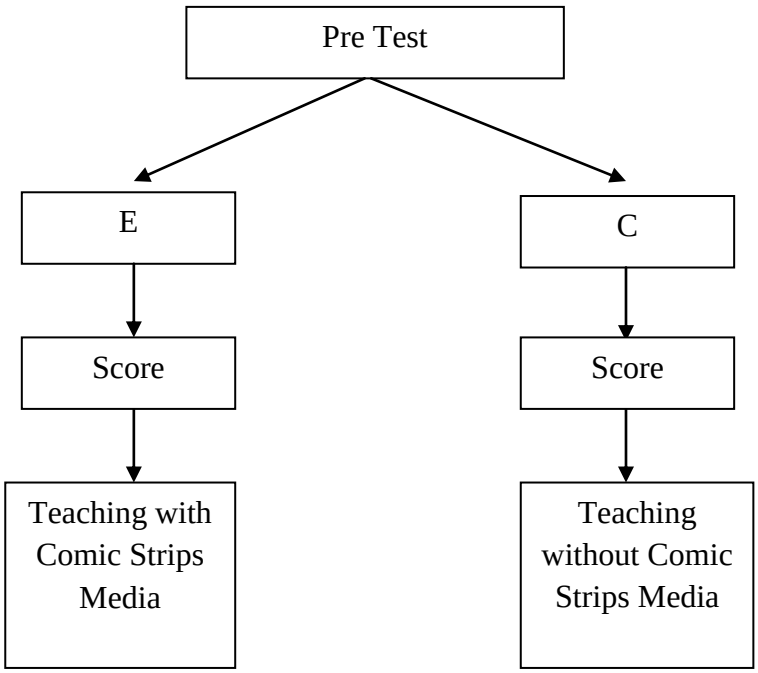
Inter-Rater Coefficients Correlation Interpretation

Correlation Coefficient	Interpretation
0.90 to 1.00 or -0.90 to -1.00	Very High or Negative Correlation
0.70 to 0.89 or -0.70 to -0.89	High Positive or Negative Correlation
0.50 to 0.69 or -0.50 to -0.69	Moderate Positive or Negative Correlation
0.30 to 0.49 or -0.30 to -0.49	Low Positive or negative correlation
0.00 to 0.29 or -0.00 to -0.29	Little if any Correlation

After doing inter-rater realibility, the researcher examined the reability of the items by using Alfa Cronbach Technique.

G. Data Collection Procedure

In this research, the researcher used schema for conducting the research. The figure below:



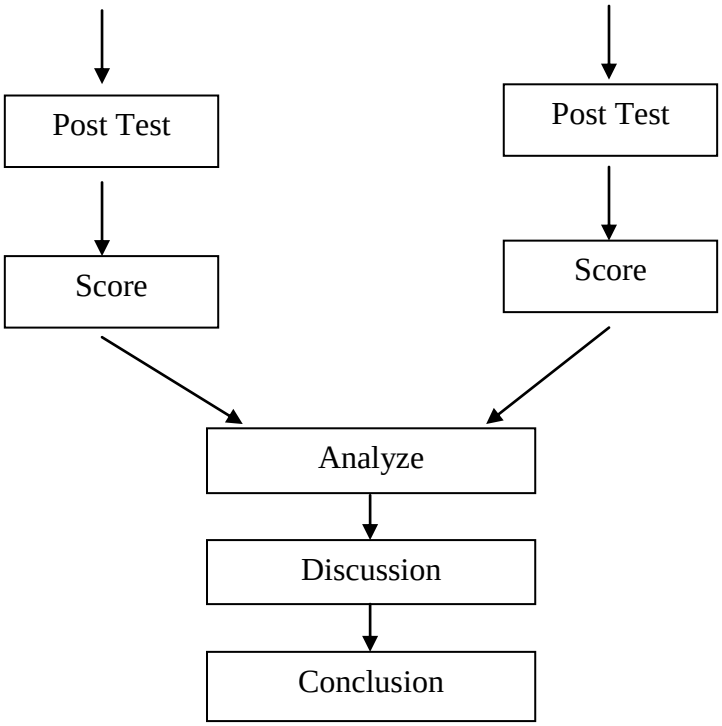


Figure 3.1 The Schema of Research

In this study, the researcher used some procedures to collect the data. The procedures consists some steps as follows :

1. The researcher gave pre-test to the experiment group (E) and control group (C).
2. On the contrary, the researcher taught recount text to the experiment group by using comic strip media and taught recount text tothe control group by using non-comic strip media.

H. Data Analysis Procedure

The researcher analyse the data with a few of way, they are :

1. The researcher collected the result of the test
2. The researcher gave score for the students that suitable with the criteria
3. The researcher arranged into the table of students' score

4. The researcher collected the score of the student work sheet result. With the table:

Code of Students	Experimental Class	
	Y	X
SUM (∑)		

Where:

Y : Pre-test

X : Post-test

5. Tabulating the data into the distribution of frequency of the score table, then found out the mean of students' score, standard deviation, and standard error of variable by using the formulas bellow:

   a. Mean

$$M = \frac{\sum FX}{N}$$

   Where:

   M = Mean

   F = Frequency

   ∑ = The sum of

   X= The scores

   b. Measuring the sum of standard deviation.

$$SD = \sqrt{\frac{\sum D2}{N} - \frac{(\sum D)2}{(N)}}$$

   Where:

   SD = Standard deviation

   $\sum D$ = The square deviation sum of experimental group

N = The total number of respondents

c. Measuring the standard error.[38]

$$\text{SEM} = \frac{\text{SD}}{\sqrt{N-1}}$$

Where:

SEMD = Standard error of the mean

SD= Standard deviation

N = Number of case

1 = Bilangan konstan

6. The researcher used normality test. It used for the normality of the data that became analyze whether both groups have normal distribution or not.
7. The researcher used homogeneity test. It used for relatively same variant or not.
8. Then the researcher applied all of them into t-test formula. That purpose is to find there is effect of comic strips media in writing recount text or not. The formula is : [39]

$$t_o = \frac{\text{MD}}{\text{SE MD}}$$

Where:

MD = Mean of Different

SEMD = Standard error of the mean

t_o = T Test

By the criteria:

If $t_{test} \geq t_{table}$, Ha is accepted and Ho is rejected

If $t_{test} \leq t_{table}$, Ha is rejected and Ho is accepted

[38] Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta:Rajawali Press, 2012, p.282.
[39] Ridwan, *Metode dan Teknik Menyusun Thesis*, Bandung: Alfabeta, 2010, p. 157.

9. The last, the researcher calculate degree of freedom (d.f) by using formula:

df = N-1

After getting t-counted, then the researcher will compare with it to t-table of certain significant level. If the t-countis higher than t-table, it means that there is positive effect of comic strips media on writing recount. In addition, the researcher used SPSS 21.0 program to compare the data.

After that, the interpretation made to answer the research problem. To sum up, the procedures of collecting data and analysis data, as describe in figure :

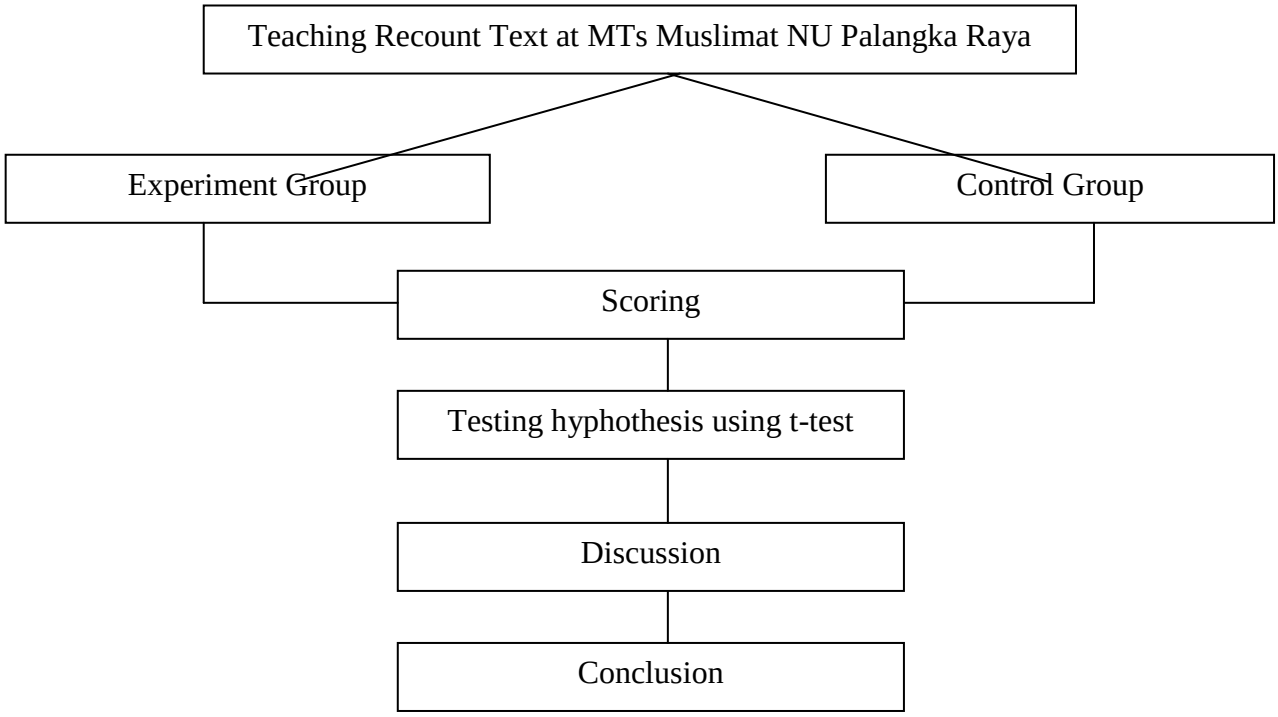


Figure 3.2

The Scheme of Collecting and Analysis Data

CHAPTER IV
RESULT OF THE STUDY

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research. The data were obtained from the students' pre testan post test scores in writing recount text with treatment by comic strips and without non comic strips.

A. Research Findings

1. The Result of Pre Test and Post Test in Experimental Group and Control Group

In this section, it would be described the obtained data of improvement the students' writing scores after and before taught by using comic strips media. The presented data consisted of Mean, Median, Modus, Standard Deviation, Standard Error, and the figure.

a. Distribution of Pre Test Scores in Experimental Group

Table 4.1

Pre Test Score by the First Rater and Second Rater

Code	Rater	Cont.orientation	Seq. events	Re-orientation	Vocab	Grammar	Spelling	Punct.
E1	1	6	4	3	1	1	1	1
	2	6	4	3	1	1	1	1
E2	1	7	4	5	5	3	3	3
	2	7	4	5	5	5	5	5
E3	1	3	4	3	1	1	1	1
	2	4	5	5	5	5	5	5
E4	1	6	4	5	3	1	1	1
	2	6	5	5	5	5	5	5
E5	1	3	4	3	1	1	1	1

	2	6	4	3	3	3	3	3
E6	1	3	4	3	1	1	1	1
	2	6	4	3	3	3	3	3
E7	1	7	4	3	3	3	3	3
	2	7	6	10	10	3	5	5
E8	1	7	4	4	5	3	3	3
	2	7	6	10	10	3	5	5
E9	1	5	5	5	5	1	3	3
	2	5	5	5	5	5	5	5
E10	1	7	4	3	1	1	1	1
	2	7	6	10	10	3	5	5
E11	1	7	6	5	10	10	10	10
	2	7	6	15	10	10	10	10
E12	1	7	7	7	15	15	15	15
	2	7	7	7	10	10	15	15
E13	1	7	4	3	5	3	1	1
	2	7	4	3	5	5	5	5
E14	1	7	4	3	1	1	1	1
	2	7	4	3	5	5	5	5
E15	1	7	4	3	1	1	1	1
	2	7	4	3	5	5	5	5
E16	1	6	5	5	3	10	10	10
	2	6	6	5	3	10	10	10
E17	1	5	4	3	1	1	1	1
	2	5	4	3	1	1	1	1
E18	1	6	4	3	3	3	3	3
	2	5	4	3	3	3	3	3
E19	1	3	4	3	1	1	1	1
	2	3	4	3	3	3	3	3
E20	1	7	5	5	15	15	15	10
	2	7	5	5	15	15	15	10
E21	1	3	3	3	1	1	1	1
	2	7	4	4	3	3	3	3
E22	1	3	3	3	1	1	1	1
	2	5	4	4	3	3	3	3
E23	1	3	3	3	1	1	1	1
	2	5	4	4	3	3	3	3
E24	1	3	4	3	1	3	3	3
	2	6	4	4	3	3	3	3
E25	1	4	4	3	3	3	3	3
	2	6	5	4	5	5	3	3
E26	1	6	6	5	5	3	3	3
	2	6	6	10	10	5	5	5
E27	1	3	3	3	1	1	1	1
	2	4	4	4	3	3	3	3
E28	1	6	4	4	10	5	5	3
	2	6	5	5	10	10	5	5
E29	1	7	5	6	10	5	5	5

	2	7	5	6	10	10	10	10
E30	1	7	5	6	20	10	10	10
	2	7	5	6	20	10	10	10
E31	1	3	3	3	1	1	1	1
	2	6	4	4	3	3	3	3
E32	1	7	6	5	15	10	10	10
	2	6	6	5	15	10	10	5
E33	1	3	3	3	1	1	1	1
	2	6	6	6	15	10	5	5
E34	1	3	3	3	1	1	1	1
	2	5	5	4	1	3	10	5
E35	1	4	4	3	1	1	1	3
	2	6	4	4	10	10	5	5

The table above is combination each components of pretest score by first rater (R1) and second Rater (R2). And the next table, the researchercombines the score become the final score.

Table 4.2

The Combination of Pretest Score

Code	Scored by		Final score
	R1	R2	
E1	17	17	17
E2	30	36	33
E3	14	34	24
E4	21	36	29
E5	14	25	20
E6	14	25	20
E7	26	46	36
E8	29	46	38
E9	27	35	31
E10	18	46	32
E11	58	68	63

E12	81	71	76
E13	24	34	29
E14	18	34	26
E15	18	34	26
E16	49	50	50
E17	16	16	16
E18	25	24	25
E19	14	22	18
E20	72	72	72
E21	13	27	20
E22	13	25	19
E23	13	25	19
E24	20	26	23
E25	23	31	27
E26	31	47	39
E27	13	24	19
E28	37	46	42
E29	43	58	51
E30	68	68	68
E31	13	26	20
E32	63	57	60
E33	13	53	33
E34	13	33	23
E35	17	44	31
Sum (∑)	**978**	**1361**	**1.170**

Average	**28**	**29**	**33**
Lowest	**13**	**16**	**16**
Highest	**81**	**71**	**76**

Based on the data from combination pretest score of first rater (R1) and second rater (R2), it shows the highest score is 76, the lowest score is 16 and average is 33. After that, the researcher used table Frequency Distribution of the Pretest Score.

Table 4.3

Frequency Distribution of the Pretest Score

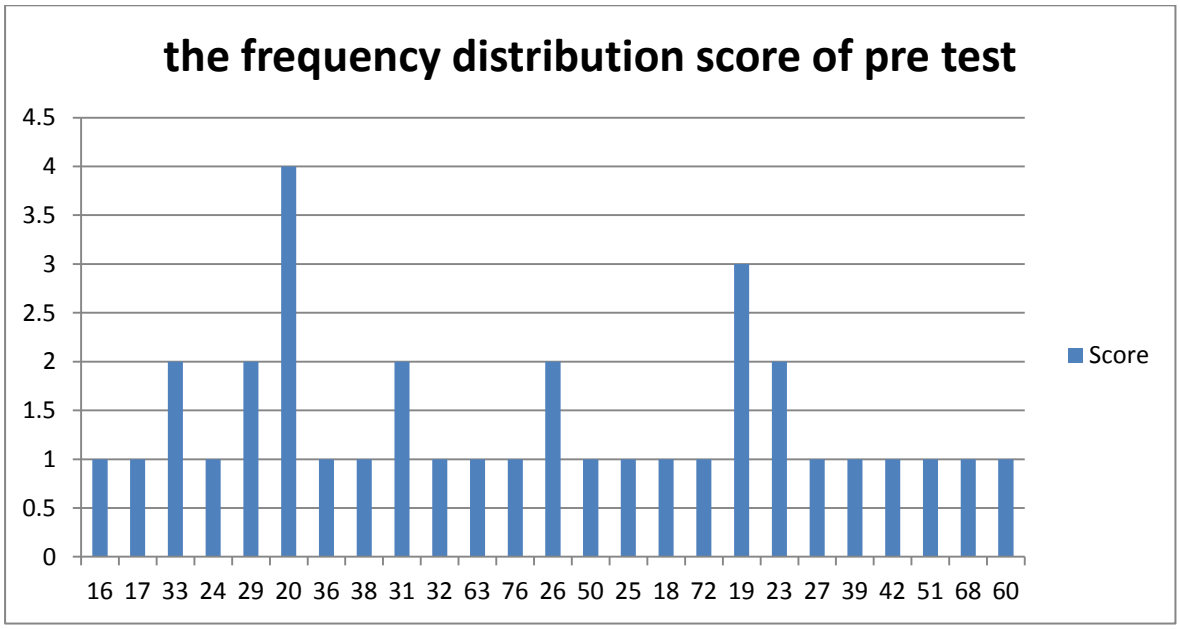
No	Score (X)	Frequency (F)	FX
1	16	1	16
2	17	1	17
3	33	2	66
4	24	1	24
5	29	2	58
6	20	4	80
7	36	1	36
8	38	1	38
9	31	2	62
10	32	1	32
11	63	1	63
12	76	1	76
13	26	2	52
14	50	1	50
15	25	1	25
16	18	1	18
17	72	1	72
18	19	3	57
19	23	2	46

20	27	1	27
21	39	1	39
22	42	1	42
23	51	1	51
24	68	1	68
25	60	1	60
Total		**∑F = 35**	**∑FX = 1175**

The table explains about the distribution of students' pretest score that shows the frequency in each scores with the total frequency is 35 seem like the total number of students.

Next, the data can also be seen in the following figure.

Figure 4.1The Frequency Distribution Of Pre Test Score Of Experiment Group



The next step, the researcher tabulated the score into the table for calculation mean, standard deviation and standars error as follows:

Table 4.4

The Table For Calculating Mean, Standard Deviation and Standars Errorof Pre Test Scores Of Experimental Group

Interval	F	X	Fx	x^2	Fx^2
76 – 80	1	78	78	6084	6084
71 - 75	1	73	73	5329	5329
66 – 70	1	68	68	4624	4624
61 – 65	1	63	63	3969	3969
56 – 60	1	58	58	3364	3364
51 – 55	1	53	53	2809	2809
46 – 50	1	48	48	2304	2304
41 – 45	1	43	43	1849	1849
36 – 40	3	38	114	1444	4332
31 – 35	5	33	165	1089	5445
26 – 30	5	28	140	784	3920
21 – 25	4	23	92	529	2116
16 – 20	10	18	180	324	3240
Total	**∑F = 35**		**∑Fx = 1175**		**∑ Fx^2= 131017**

a. Mean

$$M = \frac{\sum FX}{N}$$

$$M = \frac{1175}{35}$$

M = 33.6 become 34

The calculation above showed of mean is 34. The last step, the researcher tabulated the scores of pre test of experimental group for the calculation of standars devaiation and the standard error as follows:

b. Standard Deviation

$$SD_1 = \sqrt{\frac{\sum Fx2}{N}}$$

$$SD_1 = \sqrt{\frac{131017}{35}}$$

$$SD_1 = \sqrt{3743.3}$$

$$SD_1 = 61.182$$

c. Standard Error

$$SE_{m1} = \frac{SD1}{\sqrt{N1-1}}$$

$$SE_{m1} = \frac{61.182}{\sqrt{35-1}}$$

$$SE_{m1} = \frac{61.182}{\sqrt{34}}$$

$$SE_{m1} = \frac{61.182}{5.830952}$$

$$SE_{m1} = 10.492$$

The result of calculation showed the standard deviations of pre test scores of experimental group is 61.182 and the standard error of pre test scores of experimental group is 10.492

b. Distribution of Pre Test Scores in Control Group

Table 4.5

Pre Test Score by the First Rater and Second Rater

Cod	Rater	Cont.orie	Seq.	Re-	Voca	Grammar	Spellin	Punct

e		**ntation**	**events**	**orientation**	**b**		**g**	**.**
C1	1	6	5	5	10	5	5	5
	2	6	6	7	10	1	5	3
C2	1	6	5	10	10	5	5	3
	2	6	6	7	5	5	5	3
C3	1	5	4	3	5	3	3	3
	2	6	5	5	5	5	3	3
C4	1	6	3	3	1	1	1	1
	2	6	3	3	3	3	3	3
C5	1	7	4	3	3	3	3	3
	2	6	4	5	10	5	3	3
C6	1	7	7	10	10	5	5	5
	2	6	6	6	15	5	5	5
C7	1	5	4	3	5	3	3	3
	2	6	6	5	10	5	5	3
C8	1	7	4	3	3	3	3	3
	2	6	6	6	10	3	5	3
C9	1	7	4	3	5	1	3	3
	2	6	6	5	5	5	3	3
C10	1	7	6	5	1	1	1	1
	2	6	6	5	10	5	5	3
C11	1	6	4	3	10	3	1	1
	2	6	6	7	10	5	3	3
C12	1	5	4	3	3	3	3	3
	2	6	6	7	10	5	5	3
C13	1	5	4	3	1	1	1	1
	2	6	6	7	5	3	3	3
C14	1	6	4	3	3	3	3	3
	2	6	6	7	10	5	3	3
C15	1	6	4	3	1	1	1	1
	2	6	4	3	1	1	1	1
C16	1	5	4	3	3	3	3	3
	2	5	4	3	10	5	5	5
C17	1	6	5	3	10	5	3	3
	2	5	5	10	5	5	3	3
C18	1	6	4	3	3	3	3	3
	2	6	6	5	10	3	3	3
C19	1	6	4	3	5	3	3	3
	2	6	6	5	5	3	3	3
C20	1	6	4	5	3	3	3	3
	2	6	6	7	10	5	5	3
C21	1	3	3	3	1	1	1	1
	2	3	3	3	1	1	1	1
C22	1	7	6	3	5	5	3	3
	2	6	6	7	10	10	5	5
C23	1	3	3	3	1	1	1	1
	2	3	4	3	3	3	3	3

C24	1	6	4	3	10	5	3	3
	2	6	4	4	10	3	3	3
C25	1	7	5	4	10	5	3	3
	2	6	5	4	5	5	3	3
C26	1	6	6	5	5	3	3	3
	2	6	6	5	10	5	3	3

Table 4.6

The Combination of Pretest Score

Code	Scored by		Final score
	R1	R2	
C1	41	38	40
C2	44	37	41
C3	26	32	29
C4	16	24	20
C5	26	36	31
C6	49	48	49
C7	26	40	33
C8	26	39	33
C9	26	33	30
C10	22	40	31
C11	28	40	34
C12	24	42	33
C13	16	33	25
C14	25	40	33
C15	17	17	17
C16	24	37	31
C17	35	36	36
C18	25	36	31
C19	27	31	29
C20	27	42	35
C21	13	13	13
C22	32	49	41
C23	13	22	18
C24	34	33	34
C25	37	31	34
C26	31	38	35
Sum (∑)	**710**	**907**	**809**
Average	**27**	**35**	**31**
Lowest	**13**	**13**	**17**
Highest	**49**	**49**	**49**

Based on the data from combination pretest score of first rater (R1) and second rater (R2), it shows the highest score is 49, the lowest score is 17 and average is 31. After that, the researcher used table Frequency Distribution of the Pretest Score.

Table 4.7

Frequency Distribution of the Pretest Score

Score (x)	**Frequency (F)**	**Fx**
40	1	40
41	2	82
29	2	58
20	1	20
31	4	124
49	1	49
33	4	132
30	1	30
34	3	102
25	1	25
17	1	17
36	1	36
35	2	70
13	1	13
18	1	18
total	**∑F = 26**	**∑Fx = 816**

The table explains about the distribution of students' pretest score that shows the frequency in each scores with the total frequency is 26 seem like the total number of students.

The next step, the researcher tabulated the score into the table for calculation mean, standard deviation and standars error as follows:

Table 4.8

The Table For Calculating Mean, Standard Deviation and Standars Errorof Pre Test Scores of Control Group

Interval	F	X	Fx	fx2	x2
48 - 52	1	50	50	2500	2500
43 - 47	0	45	0	0	2025
38 - 42	3	40	120	14400	1600
33 - 37	10	35	350	122500	1225
28 - 32	7	30	210	44100	900
23 - 27	1	25	25	625	625
18 - 22	2	20	40	1600	400
13 – 17	2	15	30	900	225
Total	**$\sum F = 26$**		**$\sum Fx = 825$**	**$\sum Fx^2 = 186625$**	**$\sum x^2 = 9500$**

a. Mean

$$M = \frac{\sum FX}{N}$$

$$M = \frac{825}{26}$$

M = 31.73 become 32

The calculation above showed of mean is 32. The last step, the researcher tabulated the scores of pre test of experimental group for the calculation of standars devaiation and the standard error as follows:

b. Standard Deviation

$$SD_1 = \sqrt{\frac{\sum Fx2}{N}}$$

$$SD_1 = \sqrt{\frac{186625}{26}}$$

$$SD_1 = \sqrt{7177.88}$$

$$SD_1 = 84.72$$

c. Standard Error

$$SE_{m1} = \frac{SD1}{\sqrt{N1-1}}$$

$$SE_{m1} = \frac{84.72}{\sqrt{26-1}}$$

$$SE_{m1} = \frac{84.72}{\sqrt{25}}$$

$$SE_{m1} = \frac{84.72}{5}$$

$$SE_{m1} = 16.94$$

The result of calculation showed the standard deviations of pre test scores of control group is 84.72 and the standard error of pre test scores of pre group is 16.94

c. Distribution of Post Test Scores in Experimental Group

Table 4.9

Post Test Score by the First Rater and Second Rater

Code	Rater	Cont.orientation	Seq. events	Re-orientation	Vocab	Grammar	Spelling	Punct.
E1	1	7	7	5	15	10	10	10
	2	7	7	7	15	15	10	10
E2	1	7	7	7	20	15	15	15
	2	7	7	7	20	20	15	10
E3	1	7	7	4	15	10	15	15
	2	7	7	7	15	15	10	10
E4	1	7	6	7	15	10	15	15
	2	7	5	7	15	15	15	15
E5	1	7	7	7	20	15	15	15
	2	7	7	7	15	15	15	15
E6	1	7	7	7	20	15	15	15
	2	7	7	7	15	15	15	15
E7	1	6	5	5	15	10	10	5
	2	7	7	7	15	15	15	15
E8	1	6	5	5	15	15	15	15
	2	7	7	7	15	15	15	15
E9	1	7	7	7	15	15	15	15
	2	7	6	7	15	15	15	15
E10	1	7	7	7	20	15	15	15
	2	7	5	7	15	15	15	15
E11	1	7	7	6	20	15	15	15
	2	7	7	6	15	15	15	15
E12	1	7	7	6	20	15	15	15
	2	7	7	7	15	15	15	15
E13	1	7	7	7	15	15	10	10
	2	7	7	7	15	15	15	15
E14	1	7	5	7	20	15	15	15
	2	7	7	7	15	15	15	15
E15	1	7	7	7	15	15	15	15
	2	7	7	7	15	15	15	15
E16	1	7	7	7	20	15	15	15
	2	7	7	7	15	15	15	15
E17	1	7	4	7	20	15	15	15
	2	7	7	7	15	15	15	15
E18	1	7	7	7	15	15	15	15
	2	7	4	7	20	15	15	15
E19	1	7	7	7	15	15	15	15
	2	7	6	7	15	15	15	15
E20	1	7	7	7	15	15	15	15

	2	7	7	7	15	15	15	15
E21	1	7	7	7	20	15	15	15
	2	7	4	7	20	15	15	15
E22	1	7	7	7	20	15	15	15
	2	7	6	7	15	15	15	15
E23	1	7	7	6	20	15	15	15
	2	7	6	7	15	15	15	15
E24	1	7	7	7	20	15	15	15
	2	7	6	7	15	15	15	15
E25	1	7	7	7	15	15	15	15
	2	7	6	7	15	15	15	15
E26	1	7	7	7	20	15	15	15
	2	7	6	7	15	15	15	15
E27	1	7	5	7	20	15	15	15
	2	7	6	7	15	15	15	15
E28	1	7	5	7	20	15	15	15
	2	7	6	7	15	15	15	15
E29	1	7	7	7	20	15	15	15
	2	7	6	7	15	15	15	15
E30	1	7	7	7	20	15	15	15
	2	7	6	7	15	15	15	15
E31	1	7	7	7	20	15	15	15
	2	7	6	7	15	15	15	15
E32	1	7	7	7	15	15	15	15
	2	7	7	7	15	15	15	15
E33	1	7	6	7	15	15	15	15
	2	7	7	7	15	15	15	15
E34	1	7	5	7	20	15	15	15
	2	7	7	7	15	15	15	15
E35	1	7	7	7	15	15	15	15
	2	7	7	7	15	15	15	15

The table above is combination each components of post test score by first rater (R1) and second Rater (R2). The next table, the researchercombined the score become the final score.

Table 4.10

The Combination of Post test Score

Code	Scored By		Final score
	R1	R2	
E1	64	71	68
E2	86	86	86
E3	73	71	72
E4	75	79	77
E5	86	81	84
E6	86	81	84
E7	56	81	69
E8	76	81	79
E9	81	80	81
E10	86	79	83
E11	85	80	83
E12	85	81	83
E13	71	81	76
E14	84	81	83
E15	81	81	81
E16	86	81	84
E17	83	81	82
E18	81	83	82
E19	81	80	81
E20	81	81	81
E21	86	83	85
E22	86	80	83
E23	85	80	83
E24	86	80	83
E25	81	80	81
E26	86	80	83
E27	84	80	82
E28	84	80	82
E29	86	80	83
E30	86	80	83
E31	86	80	83
E32	81	81	81
E33	80	81	81
E34	84	81	83
E35	81	81	81
Sum (∑)	2849	2801	2825
Average	81	80	81
Lowest	56	71	68

Highest	86	86	85

Based on the data from combination pretest score of first rater (R1) and second rater (R2), it shows the highest score is 85, the lowest score is 68 and average is 81. After that, the researcher used table Frequency Distribution of the Pretest Score.

Table 4.11

Frequency Distribution of the Post test Score

Score	Frequency	Fx
68	1	68
72	2	144
77	4	308
84	3	252
69	1	69
79	2	158
81	3	243
76	4	304
80	3	240
82	4	328
85	3	255
83	5	415
Total	35	2784

The table explained about the distribution of students' post test score that shows the frequency in each scores with the total frequency was 35 seem like the total number of students. Next, the data can also be seen in the following figure.

The next step, the researcher tabulated the score into the table for calculation mean, standard deviation and standars error as follows:

Table 4.12

The Table For Calculating Mean, Standard Deviation and Standars Errorof Post Test Scores of Experimental Group

Interval	F	x	Fx	fx2	x2
83-87	11	85	935	874225	7225
78-82	10	80	800	640000	6400
73-77	8	75	600	360000	5625
68-72	6	70	420	176400	4900
Total	35	310	2.755	2050625	24150

a. Mean

$$M = \frac{\sum FX}{N}$$

$$M = \frac{2755}{35}$$

$$M = 79$$

The calculation above showed of mean is 81. The last step, the researcher tabulated the scores of post test of control group for the calculation of standars devaiation and the standard error as follows:

b. Standard Deviation

$$SD_1 = \sqrt{\frac{\sum Fx2}{N}}$$

$$SD_1 = \sqrt{\frac{2050625}{35}}$$

$$SD_1 = \sqrt{58.598}$$

$$SD_1 = 242$$

c. Standard Error

$$SE_{m1} = \frac{SD1}{\sqrt{N1-1}}$$

$$SE_{m1} = \frac{242}{\sqrt{35-1}}$$

$$SE_{m1} = \frac{242}{\sqrt{34}}$$

$$SE_{m1} = \frac{242}{6}$$

$$SE_{m1} = 40$$

The result of calculation showed the standard deviations of post test scores of experiment group is242 and the standard error of post test scores of experiment group is 40.

The researcher also calculated the post test scores of experimental group using SPSS 21.0 program. The result of statistic table is as follows:

d. Distribution of Post Test Scores in Control Group

Table 4.13

Post Test Score by the First Rater and Second Rater

Code	Rater	Cont.orientation	Seq. events	Re-orientation	Vocab	Grammar	Spelling	Punct.
C1	1	6	5	5	15	15	10	10
	2	6	6	7	10	5	5	3
C2	1	6	5	5	15	15	10	10
	2	6	6	7	10	5	5	3
C3	1	7	7	4	10	5	5	3
	2	6	6	5	10	5	5	3
C4	1	7	4	3	5	5	5	5
	2	6	6	5	10	5	5	3
C5	1	7	5	3	10	10	10	10
	2	6	6	7	10	5	5	3
C6	1	7	7	7	15	15	15	15
	2	6	6	7	10	15	15	10
C7	1	7	7	7	15	15	15	15
	2	6	6	7	10	15	15	10
C8	1	7	7	7	15	15	15	15
	2	6	6	7	10	15	15	10
C9	1	7	7	7	5	5	5	5
	2	6	6	5	10	5	5	5
C10	1	7	7	7	10	10	10	10
	2	6	6	5	10	5	5	5
C11	1	7	5	4	15	15	15	10
	2	6	6	5	10	5	3	3
C12	1	7	7	4	15	15	10	10
	2	6	6	5	10	5	3	3
C13	1	7	7	7	15	10	10	15
	2	7	7	7	10	10	10	10
C14	1	7	7	7	15	10	10	10
	2	6	6	5	10	5	5	3
C15	1	7	7	7	15	15	15	15
	2	6	6	7	10	15	15	15
C16	1	6	4	5	5	5	5	5
	2	6	6	5	10	5	5	5
C17	1	7	6	5	15	10	10	10
	2	6	6	5	10	5	5	5
C18	1	7	7	4	15	15	15	15
	2	6	6	6	10	10	10	10
C19	1	7	5	4	5	5	5	5
	2	6	6	6	10	10	10	10

C20	1	7	7	5	10	10	10	10
	2	6	6	5	15	15	10	10
C21	1	7	7	4	15	15	15	15
	2	6	6	7	10	15	15	15
C22	1	7	7	6	10	10	10	10
	2	6	6	7	10	5	10	10
C23	1	6	6	5	10	5	5	5
	2	6	6	5	10	5	5	5
C24	1	6	6	5	10	10	5	5
	2	6	6	5	10	10	5	5
C25	1	6	6	5	10	10	10	10
	2	6	6	5	10	10	5	5
C26	1	7	5	5	10	10	10	10
	2	7	7	6	10	10	10	10

Table 4.14

The Combination of Post test Score

Code	Scored by		Final score
	R1	R2	
C1	66	42	54
C2	66	42	54
C3	41	40	41
C4	34	40	37
C5	55	42	49
C6	81	69	75
C7	81	69	75
C8	81	69	75
C9	41	42	42
C10	61	42	52
C11	71	38	55
C12	68	38	53
C13	71	61	66
C14	66	40	53
C15	81	74	78
C16	35	42	39
C17	63	42	53
C18	78	58	68
C19	36	58	47

C20	59	67	63
C21	78	74	76
C22	60	54	57
C23	42	42	42
C24	47	47	47
C25	57	47	52
C26	57	60	59
Sum (∑)	1576	1339	1.458
Average	61	52	56
Lowest	34	38	37
Highest	81	74	78

Based on the data from combination post test score of first rater (R1) and second rater (R2), it shows the highest score is 78, the lowest score is 37 and average is 81. After that, the researcher used table Frequency Distribution of the Pretest Score.

Table 4.15

Frequency Distribution of the Post test Score

Score (x)	**Frequency(F)**	**Fx**
54	2	108
41	1	41
37	1	37
49	1	49
75	3	225
42	2	84
52	2	104
55	1	55
53	3	159
66	1	66
78	1	78
39	1	39

68	1	68
47	2	94
63	1	63
76	1	76
57	1	57
59	1	59
Total	**∑F = 26**	**∑Fx = 1462**

The table explained about the distribution of students' post test score that shows the frequency in each scores with the total frequency was26 seem like the total number of students. Next, the data can also be seen in the following figure. The next step, the researcher tabulated the score into the table for calculation mean, standard deviation and standars error as follows:

Table 4.16

The Table For Calculating Mean, Standard Deviation and Standars Errorof Post Test Scores of Control Group

Interval	F	X	Fx	Fx2	x2
77 - 81	1	79	79	6241	6241
72 - 76	4	74	296	87616	5476
67 - 71	1	69	69	4761	4761
62 - 66	2	64	128	16384	4096
57 - 61	2	59	118	13924	3481
52 - 56	8	54	432	186624	2916
47 - 51	3	49	147	21609	2401
42 - 46	2	44	88	7744	1936
37 - 41	3	39	117	13689	1521
Total	**∑F = 26**		**∑Fx = 1474**	**∑Fx2 = 358592**	

a. Mean

$$M = \frac{\sum FX}{N}$$

$$M = \frac{1474}{26}$$

$$M = 57$$

The calculation above showed of mean is 51. The last step, the researcher tabulated the scores of post test of control group for the calculation of standars devaiation and the standard error as follows:

b. Standard Deviation

$$SD_1 = \sqrt{\frac{\sum Fx2}{N}}$$

$$SD_1 = \sqrt{\frac{358592}{26}}$$

$$SD_1 = \sqrt{19732}$$

$$SD_1 = 117$$

c. Standard Error

$$SE_{m1} = \frac{SD1}{\sqrt{N1-1}}$$

$$SE_{m1} = \frac{117}{\sqrt{26-1}}$$

$$SE_{m1} = \frac{117}{\sqrt{25}}$$

$$SE_{m1} = \frac{117}{5}$$

$$SE_{m1} = 23$$

The result of calculation showed the standard deviations of post test scores of control group is 117 and the standard error of post test scores of pre group is 23.

B. Validity and Reliability of Pretest and Posttest

1. Validity of test

In this study, the researcher calculated validity of pretest and posttest using Pearson Product Moment Correlation Test.

Table 4.17

Pearson Product Moment Correlation of Pre-test in Experimental Group

CODE (N)	Rater I (X)	Rater II (Y)	XY	X^2	Y^2
E1	17	17	289	289	289
E2	30	36	1080	900	1296
E3	14	34	476	196	1156
E4	21	36	756	441	1296
E5	14	25	350	196	625
E6	14	25	350	196	625
E7	26	46	1196	676	2116
E8	29	46	1334	841	2116
E9	27	35	945	729	1225
E10	18	46	828	324	2116
E11	58	68	3944	3364	4624
E12	81	71	5751	6561	5041
E13	24	34	816	576	1156
E14	18	34	612	324	1156
E15	18	34	612	324	1156
E16	49	50	2450	2401	2500
E17	16	16	256	256	256

E18	25	24	600	625	576
E19	14	22	308	196	484
E20	72	72	5184	5184	5184
E21	13	27	351	169	729
E22	13	25	325	169	625
E23	13	25	325	169	625
E24	20	26	520	400	676
E25	23	31	713	529	961
E26	31	47	1457	961	2209
E27	13	24	312	169	576
E28	37	46	1702	1369	2116
E29	43	58	2494	1849	3364
E30	68	68	4624	4624	4624
E31	13	26	338	169	676
E32	63	57	3591	3969	3249
E33	13	53	689	169	2809
E34	13	33	429	169	1089
E35	17	44	748	289	1936
∑N=35	**∑X=978**	**∑Y=1361**	**∑XY=46755**	**∑X2=39722**	**∑Y2=61257**

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{35.46755 - (978)(1361)}{\sqrt{\{35.39722 \quad - (978)^2\}\{35.61257 \quad - (1361)^2\}}}$$

$$r_{xy} = \frac{1636425 - 1331058}{\sqrt{\{1390270 - 956484\}\{2143995 - 1852321 \quad \}}}$$

$$r_{xy} = \frac{305367}{355702.26}$$

$$r_{xy} = 0.858$$

Based on the result, it find that the value of "r_{xy}" was0.858 than value of "r_{table}" at the 1% significance level or 0.858> 0.575. It means the test was valid and include at level of very high validity.

Table 4.18

Pearson Product Moment Correlation of Pre-test in Control Group

CODE (N)	Rater I (X)	Rater II (Y)	XY	X^2	Y^2
C1	41	38	1558	1681	1444
C2	44	37	1628	1936	1369
C3	26	32	832	676	1024
C4	16	24	384	256	576
C5	26	36	936	676	1296
C6	49	48	2352	2401	2304
C7	26	40	1040	676	1600
C8	26	39	1014	676	1521
C9	26	33	858	676	1089
C10	22	40	880	484	1600
C11	28	40	1120	784	1600
C12	24	42	1008	576	1764
C13	16	33	528	256	1089
C14	25	40	1000	625	1600
C15	17	17	289	289	289
C16	24	37	888	576	1369
C17	35	36	1260	1225	1296
C18	25	36	900	625	1296
C19	27	31	837	729	961
C20	27	42	1134	729	1764
C21	13	13	169	169	169
C22	32	49	1568	1024	2401
C23	13	22	286	169	484
C24	34	33	1122	1156	1089
C25	37	31	1147	1369	961
C26	31	38	1178	961	1444
∑N=26	**∑X=710**	**∑Y=907**	**∑XY=25916**	**∑X2=21400**	**∑Y2=33399**

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{26.25916 - (710)(907)}{\sqrt{\{26.21400 - (710)^2\}\{26.33399 - (907)^2\}}}$$

$$r_{xy} = \frac{673816 - 643970}{\sqrt{\{556400 - 504100\}\{868374 - 822649\}}}$$

$$r_{xy} = \frac{29846}{48902.1}$$

$$r_{xy} = 0.610$$

Based on the result, it find that the value of "r_{xy}" was0.610 than value of "r_{table}" at the 1% significance level or 0.610> 0.575. It means the test was valid and include at level of high validity.

Table 4.19

Pearson Product Moment Correlation of Post-test in Experiment Group

CODE (N)	Rater I (X)	Rater II (Y)	XY	X^2	Y^2
E1	64	71	4544	4096	5041
E2	73	71	5183	5329	5041
E3	73	71	5183	5329	5041
E4	75	79	5925	5625	6241
E5	86	81	6966	7396	6561
E6	86	81	6966	7396	6561
E7	56	81	4536	3136	6561
E8	76	81	6156	5776	6561
E9	81	80	6480	6561	6400
E10	75	79	5925	5625	6241
E11	76	81	6156	5776	6561

E12	71	81	5751	5041	6561
E13	71	81	5751	5041	6561
E14	80	80	6400	6400	6400
E15	81	81	6561	6561	6561
E16	86	81	6966	7396	6561
E17	83	81	6723	6889	6561
E18	81	83	6723	6561	6889
E19	81	80	6480	6561	6400
E20	80	80	6400	6400	6400
E21	86	83	7138	7396	6889
E22	86	80	6880	7396	6400
E23	86	83	7138	7396	6889
E24	80	80	6400	6400	6400
E25	75	79	5925	5625	6241
E26	86	80	6880	7396	6400
E27	84	80	6720	7056	6400
E28	84	80	6720	7056	6400
E29	86	83	7138	7396	6889
E30	86	80	6880	7396	6400
E31	86	80	6880	7396	6400
E32	75	79	5925	5625	6241
E33	71	81	5751	5041	6561
E34	84	81	6804	7056	6561
E35	71	81	5751	5041	6561
∑N=35	**∑X=2761**	**∑Y=2794**	**∑XY=220705**	**∑X2=219567**	**∑Y2=223336**

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{35.220705 - (2761)(2794)}{\sqrt{\{35.219567 - (2761)^2\}\{35.223336 - (2794)^2\}}}$$

$$r_{xy} = \frac{7724675 - 7714234}{\sqrt{\{7684845 - 7623121\}\{7816760 - 7806436\}}}$$

$$r_{xy} = \frac{10441}{25243.58}$$

r_{xy} =0.41361 = 0.414Based on the result, it find that the value of "r_{xy}" was 0.414It means the test was valid and include at level of fair validity.

Table 4.20

Pearson Product Moment Correlation of Post-test in Control Group

CODE (N)	Rater I (X)	Rater II (Y)	XY	X^2	Y^2
C1	66	42	2772	4356	1764
C2	66	42	2772	4356	1764
C3	41	40	1640	1681	1600
C4	34	40	1360	1156	1600
C5	55	42	2310	3025	1764
C6	81	69	5589	6561	4761
C7	81	69	5589	6561	4761
C8	81	69	5589	6561	4761
C9	41	42	1722	1681	1764
C10	61	42	2562	3721	1764
C11	71	38	2698	5041	1444
C12	68	38	2584	4624	1444
C13	71	61	4331	5041	3721
C14	66	40	2640	4356	1600
C15	81	74	5994	6561	5476
C16	35	42	1470	1225	1764
C17	63	42	2646	3969	1764
C18	78	58	4524	6084	3364
C19	36	58	2088	1296	3364
C20	59	67	3953	3481	4489
C21	78	74	5772	6084	5476
C22	60	54	3240	3600	2916
C23	42	42	1764	1764	1764
C24	47	47	2209	2209	2209
C25	57	47	2679	3249	2209
C26	57	60	3420	3249	3600
∑N=26	**∑X=1576**	**∑Y=1339**	**∑XY=83917**	**∑X2=101492**	**∑Y2=72907**

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{26.83917 - (1576)(1339)}{\sqrt{\{26.101492 \quad - (1576)^2\}\{26.72907 \quad - (1339)^2\}}}$$

$$r_{xy} = \frac{2181842 - 2110264}{\sqrt{\{2638792 - 2483776\}\{1895582 - 1792921\ \}}}$$

$$r_{xy} = \frac{71578}{126.151}$$

$$r_{xy} = 0.567$$

Based on the result, it find that the value of "r_{xy}" was0.567 It means the test was valid and include at level of fair validity.

2. Reliability of Test

Table 4.21 The Item-Total Statistics of Pretest in Experiment

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Cont	27,83	299,159	,580	,908
sequen	28,91	303,529	,796	,907
reorien	28,90	283,888	,579	,903
Vocab	27,93	191,401	,829	,887
gramm	28,89	215,059	,894	,865
Spell	28,87	213,592	,902	,863
Punc	29,16	225,931	,907	,864

Table 4.22

The Reliability Statistic of Pretest in Experiment

Reliability Statistics

Cronbach's Alpha	N of Items
,902	7

The result of r_{11} = 0.902 with 7 items and r_{table} of Product Moment is df= N- 1; 35 – 2 = 33, the level of significant 1%, so r_{table} = 0.575. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is if $r_{11} = 0.902 > r_{table} = 0.575$, it concludes that the first item (Pretest) is reliable.

Table 4.23
The Item-Total Statistics of Pretest in Control class

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
cont	25,33	80,891	,389	,830
sequen	26,27	73,730	,723	,799
reorien	26,44	65,506	,593	,799
vocab	24,85	39,897	,739	,840
gramm	27,50	64,804	,727	,779
spell	27,94	69,350	,806	,782
punc	28,25	74,466	,728	,801

Table 4.24
The Reliability Statistic of Pretest in Control class

Reliability Statistics

Cronbach's Alpha	N of Items
,826	7

The result of $r_{11} = 0.826$ with 7 items and r_{table} of Product Moment is df= N- 1; 26 – 2 = 24, the level of significant 1%, so $r_{table} = 0.575$. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is if r_{11}= 0.826> r_{table} = 0.575, it concludes that the first item (Pretest) is reliable.

Table 4.25
The Item-Total Statistics of Post test in Experiment class

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
cont	73,74	24,571	,479	,579
sequen	74,29	25,135	-,056	,627
reorien	73,90	22,729	,429	,544
vocab	64,07	17,140	,136	,699
gramm	66,00	18,812	,515	,474
spell	66,07	16,850	,645	,412
punc	66,21	14,490	,598	,393

Table 4.26
The Reliability Statistic of Post test in Experiment class

Reliability Statistics

Cronbach's Alpha	N of Items
,581	7

The result of r_{11} = 0.581 with 7 items and r_{table} of Product Moment is df= N- 1; 35 – 2 = 33, the level of significant 1%, so r_{table} = 0.575. Clearly at the criteria :

If r_{11}> r_{table} it means reliable

If r_{11}< r_{table} it means unreliable

Based on the calculating above, the result is if r_{11}= 0.581> r_{table} = 0.575, it concludes that the first item (Pretest) is reliable.

Table 4.27
The Item-Total Statistics of Post test in control class

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Cont	49,63	209,844	,375	,853
Sequen	49,94	206,565	,384	,849
Reorien	50,48	204,294	,287	,850
Vocab	45,10	162,324	,633	,808
Gramm	46,44	118,840	,868	,761
Spell	47,10	118,481	,910	,750
Punc	47,65	118,152	,903	,752

Table 4.28

The Reliability Statistic of Post test in control class

Reliability Statistics

Cronbach's Alpha	N of Items
,837	7

The result of r_{11} = 0.837 with 7 items and r_{table} of Product Moment is df= N- 1; 26 – 2 = 24, the level of significant 1%, so r_{table} = 0.575. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is if r_{11}= 0.837> r_{table} = 0.575, it concludes that the first item (Pretest) is reliable.

C. Testing of Data Normality and Homogenity

1. Testing Normality in Experimental Group

One of the requirements in experimental design was the test of normality assumption. Because of that, the researcher used SPSS 21.0 program to measure the normality of the data.

Table 4.29

Testing Normality in Experimental Group

One-Sample Kolmogorov-Smirnov Test

		Pre	Post
N		35	35
Normal Parameters[a,b]	Mean	33,57	79,54
	Std. Deviation	16,742	4,455
Most Extreme Differences	Absolute	,199	,142
	Positive	,199	,110
	Negative	-,147	-,142
Kolmogorov-Smirnov Z		1,179	,843
Asymp. Sig. (2-tailed)		,124	,476

a. Test distribution is Normal.

b. Calculated from data.

The table showed the result of test normality calculation using SPSS 21.0 program. To know the normality of data, the formula could be seen as follows:

If the number of sample. > 50 = Kolmogorov-Smirnov

If the number of sample. < 50 = Shapiro-Wilk

Based on the number of data the researcher was 70> 50, so to analyzed normality data was used Kolmogorov-Smirnov. The next step, the researcher analyzed normality of data used formula as follows:

If Significance > 0.05 = data is normal distribution

If Significance < 0.05 = data is not normal distribution

Based on data above, significant data of pre test and post test used Kolmogorov-Smirnov was 0.124> 0.05 and 0.476 > 0.05. It could be concluded that the data was in normal distribution.

2. Testing Normality in ControlGroup

Table 4.30

Testing Normality in ControlGroup

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre	,189	26	,018	,932	26	,087
Post	,155	26	,109	,930	26	,077

a. Lilliefors Significance Correction

The table showed the result of test normality calculation using SPSS 21.0 program. To know the normality of data, the formula could be seen as follows:

If the number of sample. > 50 = Kolmogorov-Smirnov

If the number of sample. < 50 = Shapiro-Wilk

Based on the number of data the researcher was 50 > 50, so to analyzed normality data was usedShapiro-Wilk. The next step, the researcher analyzed normality of data used formula as follows:

If Significance > 0.05 = data is normal distribution

If Significance < 0.05 = data is not normal distribution

Based on data above, significant data in control group used Shapiro-Wilk was 0.087> 0.05 and 0.77> 0.05. It could be concluded that the data was in normal distribution.

3. Testing Data Homogenity In Experimental Group

Table 4.31

Testing data homogenity in experimental group

Test of Homogeneity of Variances

Writing understanding

Levene Statistic	df1	df2	Sig.
1,255	9	23	,312

ANOVA

Writing understanding

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1948,355	11	177,123	,537	,858
Within Groups	7582,217	23	329,662		
Total	9530,571	34			

From the table output above can be known the significance about 0,312. Because the value of significance higher than 0,05 so can be concluted that the data was homogene.

4. Testing Data Homogenity In Control Group

Table 4.32
Testing Data Homogenity In Control Group

Test of Homogeneity of Variances

Writing understanding

Levene Statistic	df1	df2	Sig.
2,778[a]	5	11	,073

ANOVA

Writing understanding

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2833,449	14	202,389	2,269	,089
Within Groups	981,167	11	89,197		
Total	3814,615	25			

From the table output above can be known the significance about 0,073. Because the value of significance higher than 0,05 so can be concluted that the data was homogene.

D. Result of Data Analysis

In this case writer found the answer the problem of the study, does using comic strips mediagave effect toward the students' ability in writing recount text at the eighth graders of MTs. Muslimat NU Palangka Raya. Writer also carried out the hypothesis of the studyalternative hypothesis (Ha) the use of comic strips media gives effect to improve students' ability in writing recount text at the eighth graders of MTs. Muslimat NUPalangka Raya. Null hypothesis (Ho), the use of comic strips media does not give effect to improve students' ability in writing recount textat the eighth graders of MTs. Muslimat NUPalangka Raya.

1. Testing Hypothesis Using T_{test}

Table 4.33

The Standard Deviation and the Standard Error of Post test in Experiment and Control Group

Group	Standard Deviation	Standard Error
Experimental Group	242	40
Control Group	117	23

The table showed the result of the standard deviation calculation of Experiment group was 242 and the result of the standard error was 40. The result of thestandard deviation calculation of Control group was 117 and the

result of standard error was 23. To examine the hypothesis, the researcher used the formula as follow:

Standard error of the difference mean scores between variable 1 and variable 2 :

$SE_{m1} - SE_{m2} \quad \sqrt{SEm12 + SEm22}_{=}$

$SE_{m1} - SE_{m2} \quad {}_{=}\sqrt{1600 + 529}$

$SE_{m1} - SE_{m2} \quad {}_{=}\sqrt{2129}$

$SE_{m1} - SE_{m2} \quad {}_{=} 46.141$

The calculation above showed the standard error ofthe differences mean between X1 and X2 was 46.141 then it was inserted the $t_0$formula to get the value of $t_{observed}$ as follows:

$t_{observed} = \frac{M1-M2}{SEm1-SEm2}$

$= \frac{242-117}{40-23}$

$= \frac{125}{17} = 7.352$

With the criteria:

IF t_{test} ($t_{observed}$) $\geq t_{table,}$ Ha is accepted and Ho is rejected

IF t_{test} ($t_{observed}$) < t_{table}, Ha is rejected and Ho is accepted

Then, the researcher interpreted the result of $t_{test.}$ Previously, the researcher accounted the degree of freedom (df) with the formula:

df = (N_1 + N_2 – 2)

= 35 + 26 - 2

= 59

2. Testing Hypothesis Using SPSS 21.0

Table 4.34

Mean, Standard Deviation and the Standard Error of Post Test Experiment and Control group using SPSS 21.0 Program

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Exp	35	68	85	2784	79,54	,753	4,455
Cont	26	37	78	1462	56,23	2,423	12,353
Valid N (listwise)	26						

The researcher also applied SPSS 21.0 program to calculate t – test in testing hypothesis of the study. The result of t – test using SPSS 21.0 was used to support the manual calculation of t – test. The result of t – test using SPSS 21.0 program could be seen as follows:

3. Calculation of T-Test using SPSS 21.0

Table 4.35
The Calculation of T – Test Using SPSS 21.0

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	24,793	,000	10,322	59	,000	23,312	2,258	17,301	29,323
	Equal variances not assumed			9,189	29,859	,000	23,312	2,537	16,334	30,291

The table showed the result of t – test calculation using SPSS 21.0 program. Since the result of post test betwen experimental and control group had differences scores of variances, it found that the result of

$t_{observed}$was 10.322, the result of mean difference between experimental and control group was 23.312.

To examine the truth or the false of null hypothesis stating that using comicstrips media does not improve the eighth's writing scores, the result of $t_{test}$was interpreted on the result of degree of freedom to get the t_{table}. The result of degree of freedom (df) was 59, it found from the total number of the students in both group minus 2. The following table was the result of $t_{observed}$ and t_{table} from 59 df at 5% and 1% the level of significance.

Table 4.36

The Result of T-Test Using SPSS 21.0 Program

Variable	$t_{observed}$	t_{table}		Df/db
		5%	1%	
Y1 – Y2	10.322	2.00	2.67	59

E. Interpretation

The result of t – test was interpreted on the result of degree offreedom to get the t_{table}. The result of degree of freedom (df) was 59. The following table wasthe result of tobserved and ttable from 59 df at 5% and 1% significance level.

Table 4.36

The Result of T-Test Using SPSS 21.0 Program

$t_{observe}$	t_{table}		Df
	5 % (0.05)	1 % (0.01)	
10.322	2.00	2.67	59

The interpretation of the result of t-test using SPSS 21.0 program, it wasfound the tobserved was greater than the t_{table} at 5% and 1% significance level or, 2.00 < 10.322 > 2.67. It meant Ha was accepted and Ho was rejected.It could be interpreted based on the result of calculation that Ha stating that the used of comic strips media gives effect to students' ability in writing recount text at the eight graders of MTs. Muslimat NUPalangka Raya was accepted. Ho stating that the used of comic strips media does not give effect to students' ability in writing recount textat the eight graders of MTs. Muslimat NUPalangka Rayawasrejected. It meant that teaching writing recount text with comic strips media atthe eight gradestudents at MTs Muslimat NU Palangka Raya gave significant effect at 5% and 1%significance level.

F. Discussion

The result of analysis showed that there was significant effect of comic strips media toward writing ability for the eighth gradestudents of MTs. Muslimat NU Palangka Raya.The students who were taught used comic strips media reached higher in post-test with the resultof analysis showed that was significant effect of using comic strips media on students writing ability of the eighth gradestudents of MTsMuslimat NU Palangka Raya. The students who where taught using comic strips media got higher score in post-test with mean (79.54) in writing test, than those students who were taught without comic strips media with mean (56.23) in writing test. Moreover, after the data calculated using T Test with 5% level of

significant. It was found that the t observed was higher than t table with α =0.05.

The first result based on the data analysis, it was shown that teaching using comic strips media was more effective on students' writingability than teaching writing without giving comic strips media. It was shwon after the data was calculated of $t_{test.}$ It was found the $t_{observed}$ was higher than the t_{table} at 5% and 1% significance level or 2.00, <10.322> 2.67. It meant H_a was accepted and H_o was rejected. This finding indicated that the alternative hypothesis (Ha) stating that there was any significant effect of comic strips media achieved writing ability for the eighth gradestudents at MTs Muslimat NU Palangka Raya was accepted. On the contrary,the Null hypothesis (Ho) stating that there was no significant effect of comic strips media achieved writing ability for the eighth gradestudents at MTs Muslimat NU Palangka Raya was rejected.

Based on the result the data analysis showed that using comic strips media gave significance effect for the students' writing ability scores of eight gradestudents at MTs Muslimat NU Palangka Raya. The result of the analysis showed that there is significant difference between pre-test and post-test of writing recount text using comic strips media in eight gradeof MTs. Muslimat NU Palangka Raya. After the students have been taught by using comis strips media, the writing score were higher than without comis strips media. It can be seen in the comparison of post test score of control and experimental group. This finding indicated that comic strips media was effective and supports the previous research done by Eldina and Lili Purwitasari was effective.

In the pre-test of experiment group there was almost all of the students got very low score and just three students passed the test or got high score. There were students' code E12 with final score 76, E20 with final score 72 and E30 with final score 68. Then, in control group the result of pre test was all of the students got very low score.

Based on the result of post-test in experimentalgroup, there were all of the students passed the test. There were E1 got 68, E7 got 69. E2 and E3 got 72. E12, E13,E33, E35 got 76. E4, E10, E25 got 77. E8, E11 got 79. E14, E20, E24 got 80. E9, E15, E19 got 81. E17,E18,E27, E28 got 82. E22, E26, E30, E31, E34 got 83. E3, E5, E6, E16 got 84. E21, E23, E29 got 85.

Based on the result of pre test in control group, there were all of the students got very low score. In the post test for this group, there were some of the students passed the test. There were C1, C2 got score 54. C3 got score 41. C4 got score 37. C5 got score 49. C9, C23 got score 42. C10, C25 got score 52. C11 got 55. C12, C14, C17 got score 53. C13 got score 66. C16 got score 39. C18 got score 68. C23 got score 57. C19, C24 got score 47. C20 got score 63. C26 got score 59. Eventhough many students got low score, there were five students got high score. They were C6, C7 and C8 got score 75. C15 got score 78. C21 got 76.

Comic strips media is effective in terms of improving the students' English writing achievement. It can be seen from the improvement of the students' average in the post-test, from the mean score were 79.54.There was some several reasons of using comic strips media gives effect on students' writing ability in writing recount.

First, the visual message of comic strips is effective to clarify information because clear picture help to understanding the material easier. In addition, since it is a kind of picture, comic strips can give information about a complicated story through a few pictures. So that it can help students to clarify the message and avoid the misunderstanding in getting the information. Moreover, comic strips have sequence picture in some box that tell story step by step, so that it can help students to understanding the message easier.

Second, it helped students to enhanceanalysis of the literature that is the topic learned andreinforce the power of words. It related to Gordon, according to him the use of comic strips will help the students get used to imaginthe ideas discussed creatively.[40]

In addition, the realita in teaching writing by using comic strips in theexperimental group brought more enthusiasm than teachingwriting by using the lecturing technique without usingcomic strips in the control group. While doing the teachinglearning process in the experimental group, the researcher used comic strips in the set induction and main activities.The students in both experimental and control groups wereenthusiastic in the first meeting because they were keen tolearn to write from a different teacher. However, thestudents in the control group were less enthusiastic thanthey were in the first meeting because there were noparticular media used in the group.

Learning without usingcomic strips might lead them to boredom. The students inthe experimental group were excited to know what comicstrips

[40] Gordon, I. 1998. Comic Strips and Consumer Culture. Washington:Smithsonian Institution

that would be shown time by time. They were eagerin the discussion and they were extremely excited whenthey were composing their piece of writing. Thus, comicstrips might influence the students' performance as well. This finding was related to Smith, according to him that comics, especially comicstrips, can provide a powerful medium between literatureand visual entertainment.[41]

Although the experimental research showed asuccessful result, there were some weaknesses found in thisresearch. In accordance with the students' writing in thefirst and second meetings, some students were still carelessin using verbs in the past form. They often wrote someverbs in the present form. As it was a recount writinginstruction, they should have written the verbs in the pastform. Some students often also did not have any idea todifferentiate between a verb and an adjective. A clauseincluding a subject and a verb was sometimes forgotten bysome students. They often made a sentence without a verb.

Apart from the weaknesses, the research result proved that using comic strips was appropriate for teaching recountwriting and the analysis showed that there is an effect of using comic strips media on writing ability of recount text achieved by eighth grade students at Mts Muslimat NU Palangka Raya.

[41]Eldina, et al., The Effect of Using Comic Strips on the Eighth Grade Students' Recount Writing Achievementat SMPN 1 Jember in the 2013/2014 Academic Year. Jember: Jember University:2014

CHAPTER V

CLOSING

CHAPTER V

CONCLUSION AND SUGESTIONS

In this section, the researcher would like to give conclusion and suggestionabout the result of study. The conclusion of the study was the answer of problemof the study as stated in chapter I which the finding was based on the result of dataanalysis. The suggestions are expected to make better improvement andmotivation for students, teacher and writer related to teaching English using comic strips media

A. Conclusion

The result of testing hypothesis determined that the alternative hypothesis (Ha) stating that the use of comic strips media gives effect to improve students' ability in writing recount text was accepted and the null hypothesis (Ho) stated that the use of comic strips media does not give effect to improve students' ability in writing recount textwas rejected.It was foundthe $t_{observed}$ was greater than the t_{table} at 5% and 1% significance level 2.00 < 10.322 > 2.67.

It means that the pre-testhave signficant difference score between the post-test score of teaching English using comic strips.The result of this study showed that there was significant difference in the pre-test and post-test of teaching English using comic strips.

B. Suggestions

Based on the conclusion, the researcher would like to propose some suggestions for the students, teachers and the researchers as follow for the

students; the students can draw a comic for alternative way to organize their idea before start to writing.The students should practice more how to write accurately. If the teacher gives media using comic strips, the students should remember what they will do before writing to gain idea.

Also for the Institution this study to measure the quality of education, explore the stenght and weakness of the school and plan better teaching program. Then, for the future researchersthis study investigated is there any significance different betweenpre-test and post-test of teaching English using comic strips on grade students of MTs. Muslimat NU Palangka Raya. It was quantitative study with quasi experimental design. This study was focused on the eight grade studentsof MTs. Muslimat NU Palangka Raya in Academic Year 2015/2016. It is possible for other researchers to conduct the comic strips with different text or ability.

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